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ABSTRACT

A program was developed for improving the spelling of high frequency words in daily writing across the curriculum through the use of multiple intelligences. The targeted population consisted of second and third grade students in a middle class community in central Illinois. The problem was documented by parent surveys; teacher interviews, observations, and journal entries; anecdotal records; pretests and posttests; weekly spelling tests; and writing samples. Analysis of probable cause data revealed that students performed well on weekly spelling tests, yet did not transfer this knowledge to spelling high frequency words in daily writing across the curriculum. Teachers reported inconsistent instruction in basic spelling rules. Review of curricula content and instructional strategies revealed a lack of scheduled time devoted to spelling, reliance on rote memorization with little or no use of multiple intelligences strategies, and lack of students' spelling consciousness in editing. A review of solution strategies, combined with an analysis of the problem setting, resulted in selection of three major categories of intervention: development of spelling lists using high frequency words; incorporation of multiple intelligences centers to practice words; and assessment of writing samples to monitor the transfer of high frequency words. Based on the presentation and analysis of results, students showed significant improvement in spelling and transferring 100 high frequency words. They understood they were accountable for spelling these words correctly in all curriculum areas and were able to internalize and use these words in daily writing. (Contains 26 figures and 30 references; various sample forms are appended.) (Author/CR)

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**IMPROVING THE SPELLING
OF HIGH FREQUENCY WORDS
IN DAILY WRITING ACROSS THE CURRICULUM
THROUGH THE USE OF MULTIPLE INTELLIGENCES**

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**An Action Research Project Submitted to the Graduate Faculty of the
School of Education in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching and Leadership**

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Chicago, Illinois

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ABSTRACT

This report describes a program for improving the spelling of high frequency words in daily writing across the curriculum through the use of multiple intelligences. The targeted population consisted of second and third grade students in a middle class community located in central Illinois. The evidence that this problem existed was documented by parent surveys, teacher interviews, teacher observations, anecdotal records, teacher journal entries, pretests and posttests, weekly spelling tests, and writing samples.

Analysis of probable cause data revealed that students were able to perform well on weekly spelling tests, yet did not transfer this knowledge to spelling the high frequency words in daily writing across the curriculum. Review of curricula content and instructional strategies revealed a lack of scheduled time devoted to spelling, reliance on rote memorization with little or no use of multiple intelligences strategies, and lack of students' spelling consciousness in editing. Teachers reported inconsistent instruction in basic spelling rules, lack of articulation between grade levels about words formally taught, little awareness of developmental stages of spelling, and the lack of high frequency words on the spelling lists.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: development of spelling lists using high frequency words, incorporation of multiple intelligences centers to practice words and assessment of writing samples to monitor the transfer of high frequency words.

Based on the presentation and analysis of results, the students showed significant improvement in the spelling and transfer of the 100 high frequency words. The children of the targeted classrooms understood they were accountable for spelling these words correctly in all areas of the curriculum. They were able to internalize and use these words in daily writing.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

Problem Statement

The students of the targeted second and third grade classrooms exhibit a lack of transfer of the spelling of high frequency words. Evidence that this problem exists is documented by teacher interviews, teacher surveys, parent surveys, student surveys, student pretests and teacher journal entries. Students may be able to perform well on weekly spelling tests, yet they do not transfer this knowledge to spelling the high frequency words in daily writing across the curriculum.

Local Settings

The research site is a diverse, creative, evolving, primary learning environment engaging children, parents and community members in their personal quest for a life of learning through affirmation of involvement, support for innovation, aggressive communication, and a celebration of learning. Some of the things that make the site unique are effective collaboration and shared decision making within the school and community, an environment where technology and teaching are combined

to enhance learning, and a range of classroom settings that appreciate a variety of teaching and learning styles. The research site includes a belief system which professes that the role of the school is to empower children and families to assume responsibility for their learning (School Strategic Plan, 1995-1997).

This study will be conducted in second and third grade classrooms in a pre-K through third grade facility. One of the classrooms is a single age second grade classroom; the other is a multiage classroom of second and third grade students. The site was built in 1976 and houses 405 students. The average class size is 23 students. The environment is carpeted and air-conditioned. The racial/ethnic background of the school is 99.1% Caucasian, 0.5% Hispanic, 0.2% Asian/Pacific islander, and 0.2% Native American. The attendance range is 95.6% with a student mobility rate of 16.9%. Thirty-eight point three percent of the students are from low-income families receiving public aid (School Report Card, 1996).

In addition to the principal, there are 26 certified staff members. Eighteen are regular classroom teachers. Of these, eleven teachers are in team teaching situations; six teachers work in a multiage environment. One special education teacher services five classrooms in an inclusion setting. There is one teacher in a self-contained special education classroom. The learning center is staffed with one certified teacher. There

is one teacher for music and one for physical education. Music and physical education are each scheduled for 30 minutes twice a week. There is one full-time speech/language pathologist and three full-time Reading Recovery/Title I teachers. Support personnel constitute the balance of the staff: they include a counselor, a social worker, a nurse, a special education learning consultant, an occupational therapist, a psychologist, and a teacher for gifted students. These faculty members serve multiple sites in the school district and come to the research site on a rotational basis. One Head Start class is housed in the facility (District Directory, 1996-97).

Other non-certified full and part-time staff include a school secretary, four educational assistants, a health clerk, a latch-key supervisor, and one custodian. There are six part time staff members who supervise the cafeteria and school grounds.

District Setting

This elementary district consists of six primary, two intermediate and two junior high schools. The primary buildings are comprised of grades pre-K, kindergarten, one, two, and three. The intermediate buildings are comprised of grades four, five and six. The junior high buildings consist of grades seven and eight.

The administrative structure of the school district is divided into a central office and the building administrators. The structure of the central office is: the superintendent, assistant superintendent, director of human resources, and director of finance and operations. Each of the six primary facilities is led by a building principal. An administrative intern assists the principal at each of the intermediate and junior high school buildings.

The district has provided for children with special needs by creating self-contained classrooms, inclusion classrooms, two behavior disorder classrooms, one community based classroom, and included sites that are handicapped accessible. These services are under the supervision of the district special education office and its administrators.

As cited in the 1996 School Report Card, the characteristics of the student body were as follows: 98.6% white, 0.6% Asian/Pacific Islander, 0.4% Mexican American, 0.3% Black and 0.1% Native American. Total student enrollment was 4,150.

The demographics include a heterogeneous economic mix of upper middle class, middle class, working class, and low-income families. Low income students are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced lunch. The total number of students classified as low-income was 39.2%. Twenty six percent of the district's students are in single-parent homes.

The attendance rate for the district was 95.2%, with student mobility at 13.1%. The student mobility rate was based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once. The chronic truancy rate was 0.4%. The average class size as reported in the School Report Card was: kindergarten, 23.2; first grade, 22.3; third grade, 22.6; sixth grade, 24.8; and eighth grade 25.4.

There are 255 certified teachers who have an average of 16.3 years experience; 33% have a master's degree or above. The faculty consists of 85.1% females and 14.9% males; the faculty is entirely Caucasian. The average salary for a teacher in the district is \$34,196. The average administrative salary is \$60,768. The operating expenditure per pupil is \$4,400, with a district total expenditure fund of \$20,396,701 (School Report Card, 1996).

On October 2, 1996, as cited in The Dirksen Congressional Centennial Report, the United States Department of Education awarded a \$3.5 million Technology Challenge Grant to the school district. The five-year grant, "Learning Community 2000", is a project that combines civics instruction with a high level of community-wide, online discourse about local, state and national issues. The district schools have long enjoyed the use of technology in teaching and learning. Now with partners, learning activities are able to go beyond the school walls and the hours of the school day to involve learners of all ages. Schools will become community

centers. "Learning Community 2000" will have profound implications for how society resolves the issues of today and chooses the leaders of tomorrow.

The district is a visionary, innovative, elementary district and is committed to preparing responsible, productive, life-long learners by fostering active partnerships among schools, students, families and community (Mission Statement, District Strategic Plan, 1997).

The Community

The targeted school district services an agricultural and industrial area, nestled on the Illinois River, seventy miles north of the center of the state. One fifth of America lives within 250 miles of the metropolitan statistical area of which the district is a part (Peoria Journal Star Market Report, 1994). The community itself has a population of approximately 33,000 according to the 1995 Census Report. Of that number there are 98.82% Caucasian, 0.44% Hispanic, 0.17% Asian/Pacific Islander and 0.16% Afro-American (The 1990 School District Data Book).

The median family income is \$31,533, with a per capita income of \$12,246. In 1996 the average sale price of a home was \$67,000. Sixty percent of residents own their own homes. The average assessed valuation of homes is \$15,000 (Charles H. Renner, Executive Director, Chamber of Commerce, personal communication, May 31, 1997). Poverty is of concern to community residents because 12.2% earn \$10,000 –

\$14,999; 11% earn \$5,001 - \$9,999; and 7.4% earn less than \$5,000 per year (1992 Census Report). Approximately 12% of the working population is employed by a major industrial conglomerate, and another 15% work in outsourcing or supplying that heavy equipment manufacturer. A long history of labor disputes between the company and its unions is a continuing source of community concern. Local downsizing heightens economic anxiety. Other major local employers are a nationally known insurance company, an electrical energy company, the local hospital, and the school districts themselves (Charles H. Renner, Executive Director, Chamber of Commerce, personal communication, May 31, 1997).

Median age of residents is 34.7 years. Seventy-five point seven percent have high school diplomas. Ten point five percent have a bachelor's degree or more (1992 Census Report).

Educational institutions within the community include six primary (pre-K through 3) buildings, two intermediate (grades 4-6) buildings, two junior high (grades 7-8) buildings, three elementary parochial buildings, two high school campuses, and one facility for students with special needs. Within a forty mile radius, community members have access to institutions of higher learning: a state university, a private university, and a community college.

Community resources add depth to the educational opportunities in the district. A congressional research center provides hands-on

government experiences to all community members, including programs specifically directed toward students. Since the east high school campus is adjacent to an extensive park district, the two bodies often share such facilities as an ice-skating arena, soccer, baseball and softball fields, and tennis courts.

Community support goes well beyond shared facilities. Both school districts are bolstered by active volunteers in classrooms, booster clubs, and extracurricular activities. Local businesses are generous with their services and products, as well as monetary contributions to student incentive programs. Most notably, in 1995, the community narrowly approved a \$16.2 million referendum to fund construction necessary to unify both high school campuses on one site. Construction has already begun and is expected to be completed for occupancy by the 1998-1999 school year.

Regional and National Context of the Problem

The use of traditional spelling methods has become a cause for concern at both the local and national levels. Spelling instruction needs to be perceived as a tool to help students express themselves in writing rather than a task to be learned for a weekly test (Gentry & Gillet, 1993). Our goal as educators should be to create life-long independent writers who focus their attention on the content of their message rather than on the mechanics of writing that message (Wirts, Gardner, Weber, & Bullara,

1996). Students may be able to pass weekly spelling tests, but do not transfer their knowledge to daily writing that is applied across the curriculum because it holds no meaning for them (Scott, 1994).

The inability to spell and transfer spelling skills in daily writing has become a concern of teachers in our elementary and secondary school districts. This has been a particular frustration for our intermediate teachers who receive students making the transition from the primary school to fourth grade. In the primary grades, editing for spelling errors has not been stressed. Lack of spelling transfer has caused concern for both teachers and parents. This lack of transfer in the classroom has been due, in part, to the implementation of whole language strategies and the acceptance of invented spellings (Routman, 1991).

According to Rebecca Sitton (1994):

Spelling is a skill. It is a basic communication skill. And it is important. Regardless of how well writers express their ideas in writing, if their writing in its final form has misspellings, the worth of the message is diminished in the eyes of the reader. In fact, the personal worth of the writer may also be diminished. (p.32)

Spelling is essential to both readers and writers. It is a necessary component of recording and constructing meaning. Students must be able to transfer their knowledge of spelling high frequency words to daily writing across the curriculum. It is important that students connect spelling and writing. Students need to be held accountable for meeting the high expectations of their teachers regarding spelling. It is our goal to help

children internalize spelling, so that they see the importance of spelling correctly every time they write.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The evidence to document the lack of transfer of the spelling of high frequency words was gathered through teacher interviews (Appendix A), teacher surveys (Appendix B), parent surveys/permission slips (Appendix C), student surveys (Appendix D), student pre-tests (Appendix E), and teacher journal entries.

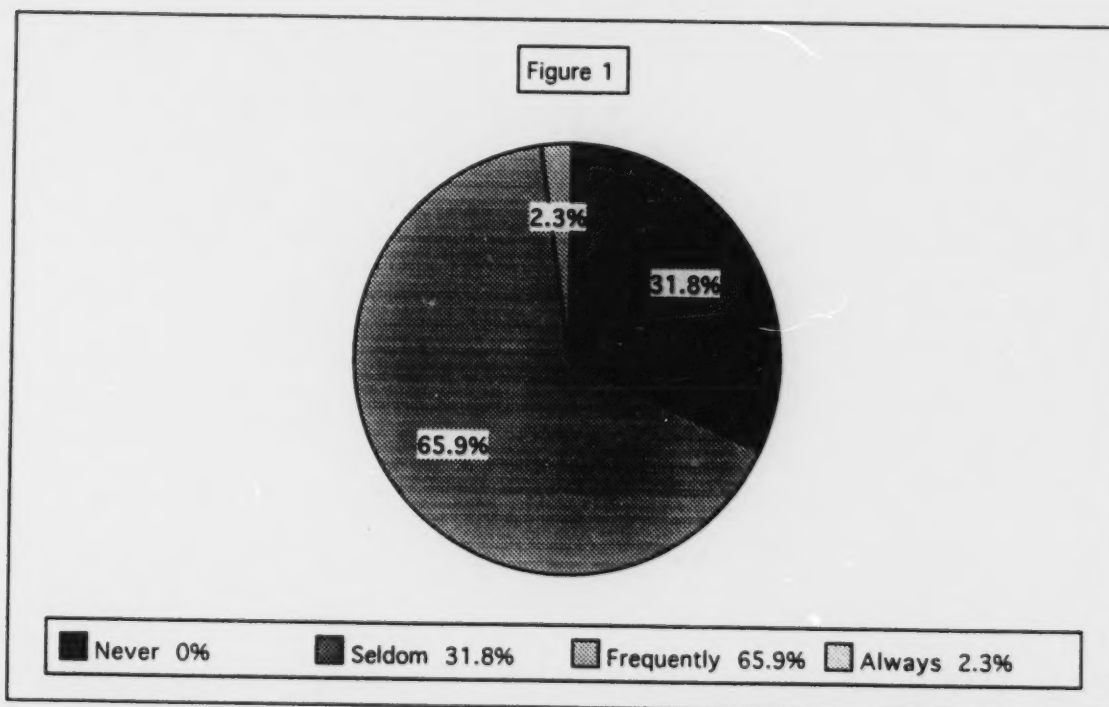
During initial teacher interviews conducted by the District Area Curriculum Coordinating Consortium – Language Arts Committee, teachers responded to the following question, "In what areas do the students need to improve to be successful at your grade level?" Correct spelling and its transfer to daily writing was a frequent response.

In acknowledgment, interested researchers decided to explore this problem. District high school, junior high school, intermediate, and elementary teachers were surveyed. The surveys of the 44 primary educators who responded were targeted for analysis. This number was due to the fact that the survey information from the teachers of some grade

levels, such as early childhood or high school students, was not applicable, since spelling lists were not an integral part of their programs.

In the teacher survey, 65.9% indicated that their students "frequently" spelled basic high frequency words correctly in their daily writing activities across the curriculum. Researchers noted that 31.8% of the teachers surveyed responded that students "seldom" spelled high frequency words correctly in daily work. Only 2.3% answered that students "always" spelled high frequency words correctly (Figure 1).

Do your students spell high frequency words correctly in their daily writing activities across the curriculum?

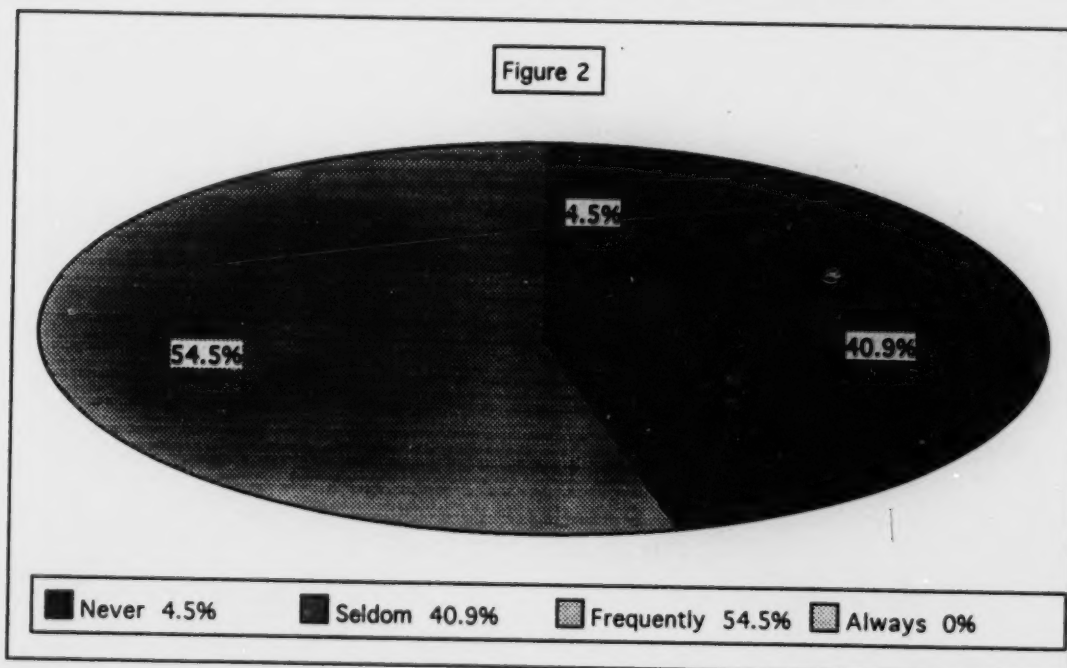


In order for students to spell high frequency words correctly in their daily writing, they need to see a connection between learning the words for

their weekly test and using those words in their daily writing. Therefore, teachers were asked, "Do you think your students see a connection between doing well on the spelling test and transferring that spelling knowledge to their writing?" (Figure 2).

It was noted through the survey that 54.5% of teachers thought their students "frequently" see a connection between doing well on a spelling test and transferring that spelling knowledge to their writing. The researchers noticed that 40.9% of the responding teachers said that students "seldom" see a connection, while 4.5% said that students "never" see a connection between the weekly test and daily writing.

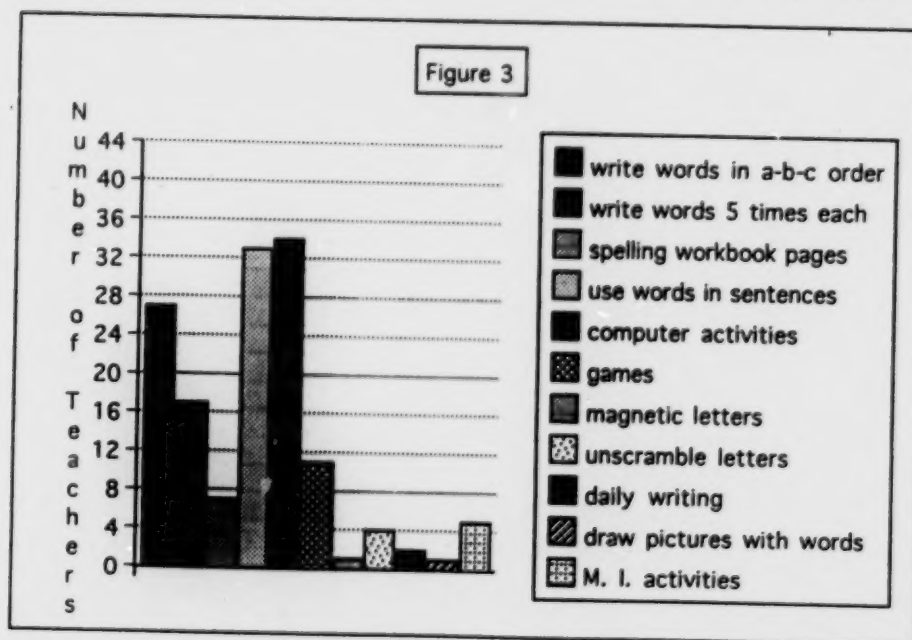
Do you think your students see a connection between doing well on the spelling test and transferring that spelling knowledge to their writing?



When teachers were asked, "What activities do you have students do in the class to learn their spelling words?", their two most frequent responses from a list of choices are represented in Figure 3. Of the 44 teachers surveyed, 34 teachers said that they have students use "computer activities", and 33 stated that the "use of words in sentences" was a frequently assigned activity in their classrooms.

As Figure 3 shows, alternative practice methods, such as use of magnetic letters, spelling games or unscrambling words, were used less frequently.

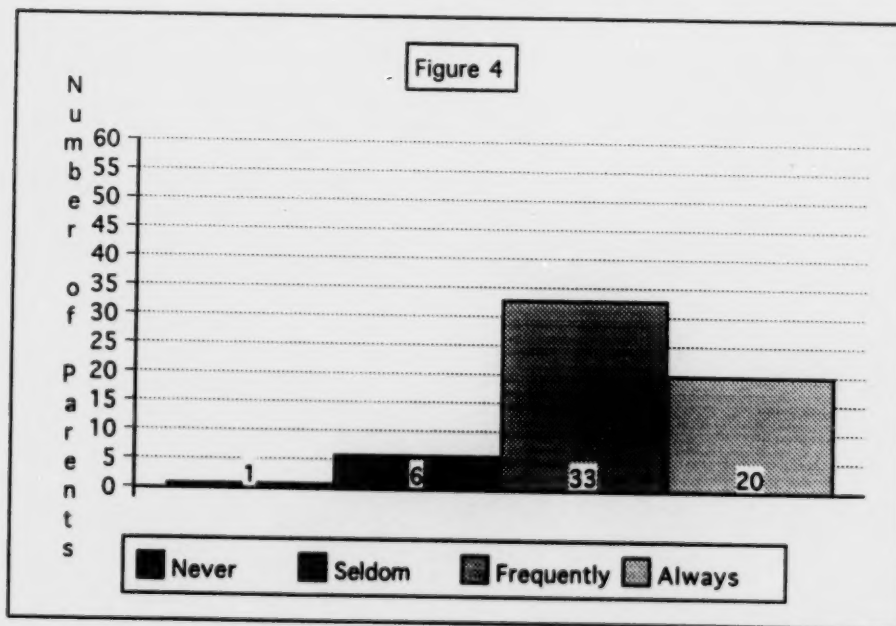
What activities do you have students do in class to learn their spelling words?



Parents were also surveyed and asked parallel questions. Figure 4 displays the answers to the question, "Does your child spell basic words correctly in his/her daily writing activities?"

Sixty parents completed the pre-project parent survey. Of these, 33 responded that their child "frequently" spelled basic words correctly in his/her daily writing activities. Twenty parents replied "always" while only 6 answered "seldom", and 1 "never".

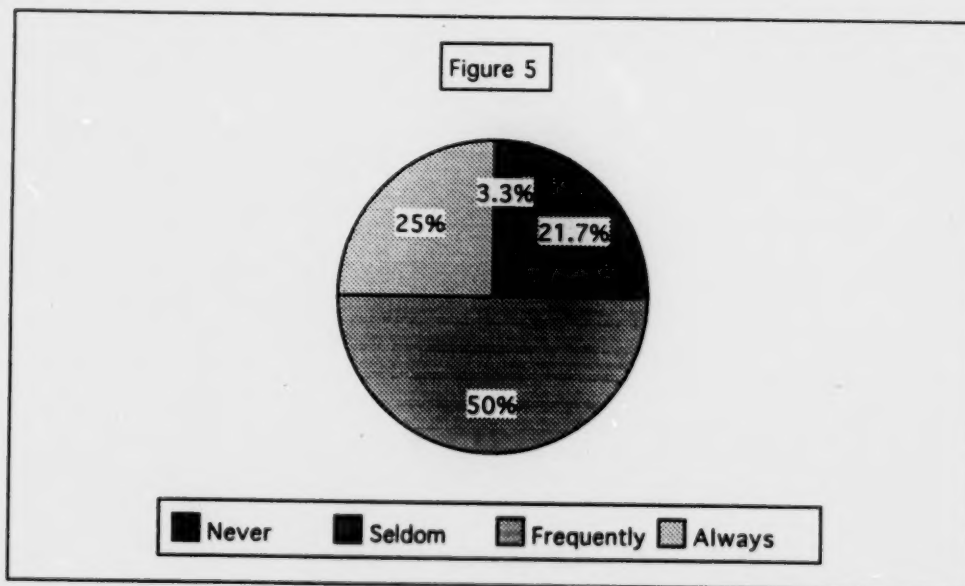
Does your child spell basic words correctly in his/her daily writing activities
(example: the, and, to, for, etc.)?



Like teachers, parents were also asked if their child saw a connection between the weekly test and using those tested words in their

daily writing. Figure 5 displays these results. The survey showed 50% of the parents noted that their child "frequently" saw a connection between doing well on a spelling test and using those words when he/she wrote alone. In addition, survey results showed 25% of parents responded "always", 21.7% responded "seldom", and 3.3% "never".

Do you think your child sees a connection between doing well on a spelling test and using those words when he/she writes alone?

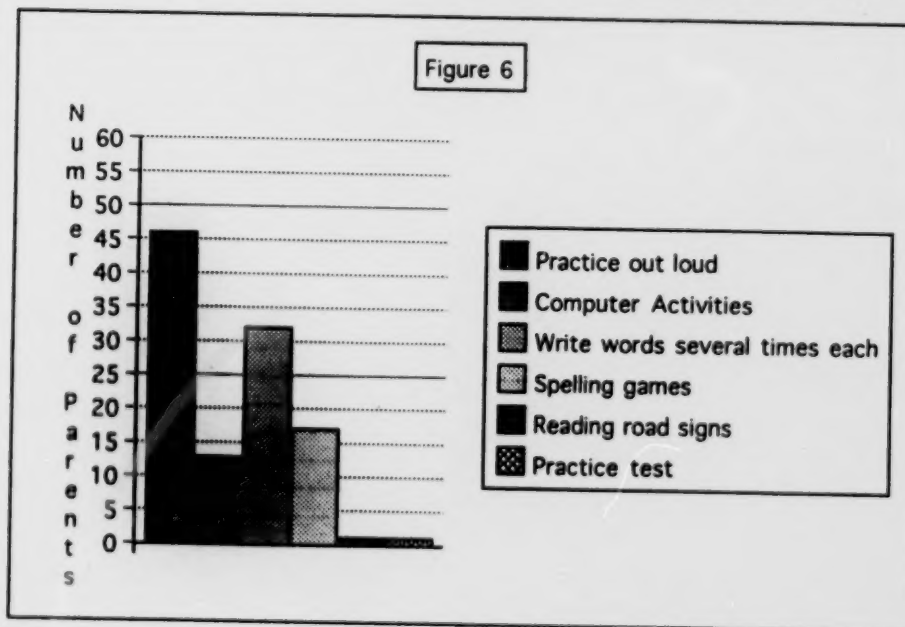


When comparing parent responses to teacher responses, researchers discovered a discrepancy between how often parents thought their children transferred correct spelling and what teachers observed in the classroom; 25% of parents felt that their child "always" spelled the

words correctly after a test, yet no teacher reported seeing that transfer (Figure 5 and Figure 2 respectively).

In order for students to learn and transfer their spelling to daily writing they need to practice at home. To gather background information on this subject, the 60 parents were asked, "At home, how do you help your child learn his/her spelling words?" When given multiple choices, 46 parents said "practice out loud", while 32 said that they have their primary school children "write the words several times each" (Figure 6).

What do you do at home to help your child learn his/her spelling words?

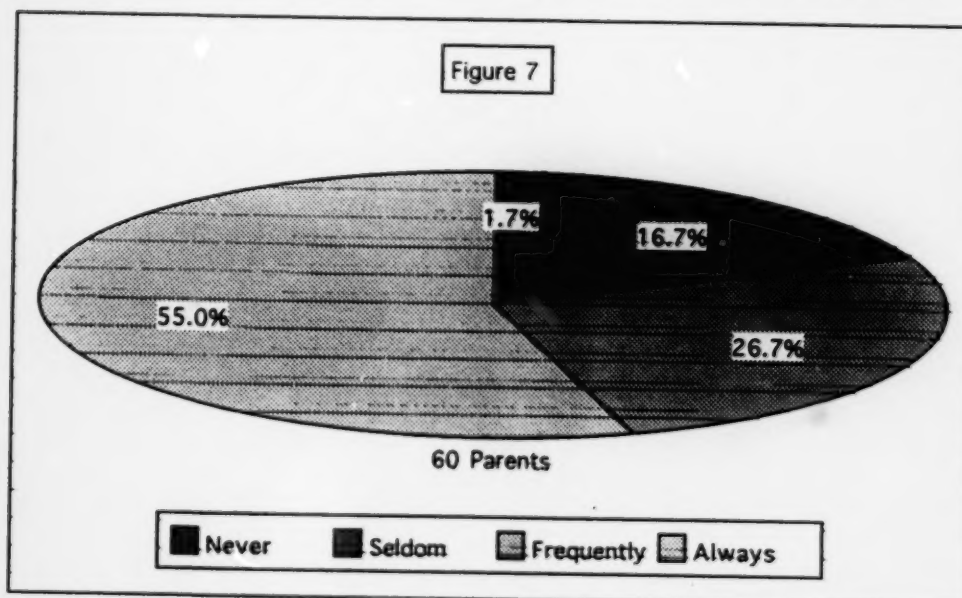


This lack of parent awareness of other spelling strategies to use at home inhibits spelling growth. Parents, understandably, refer back to the

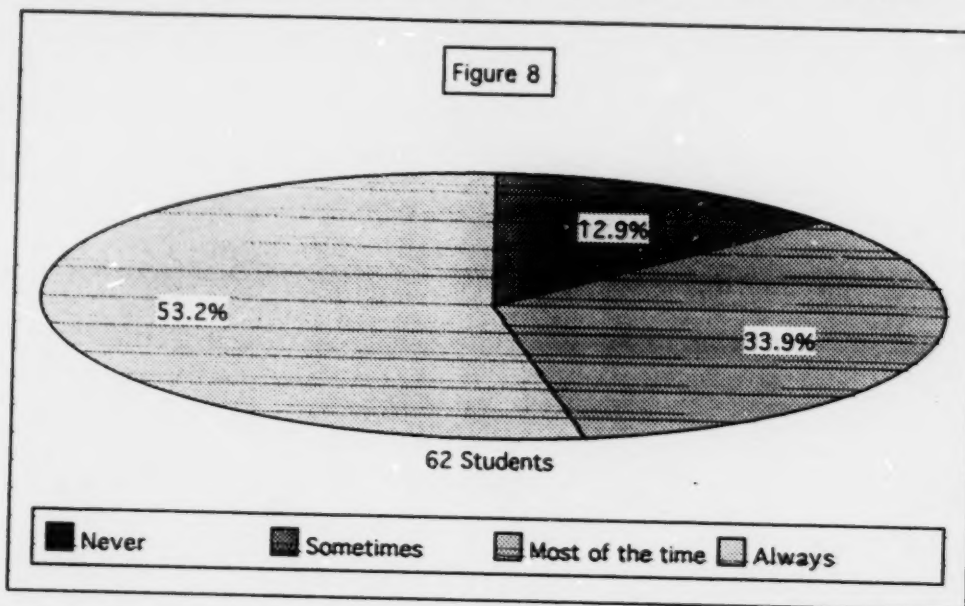
ways they were taught to spell: rote memorization of words, practice conducted orally, or words written multiple times for Friday's test. There seems to be little concern about the carryover to future writing assignments. Parents put emphasis on learning the list words for the test.

When asked if they feel that memorization of spelling words is a good way to learn how to spell, 55% of parents, 53.2% of students, but only 6.8% of teachers said "always" (Figure 7, Figure 8 and Figure 9).

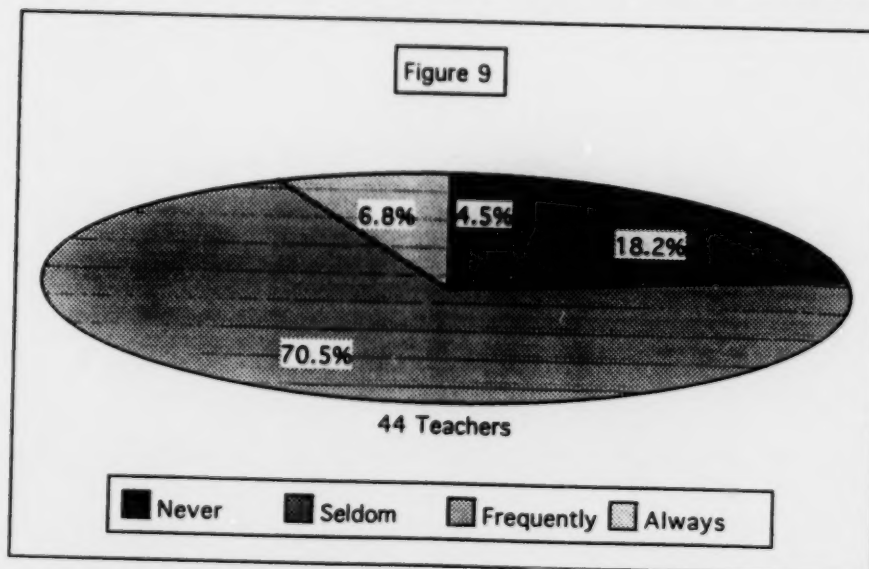
Memorization of spelling words is a good way to learn how to spell.



Memorization of spelling words is a good way to learn how to spell.



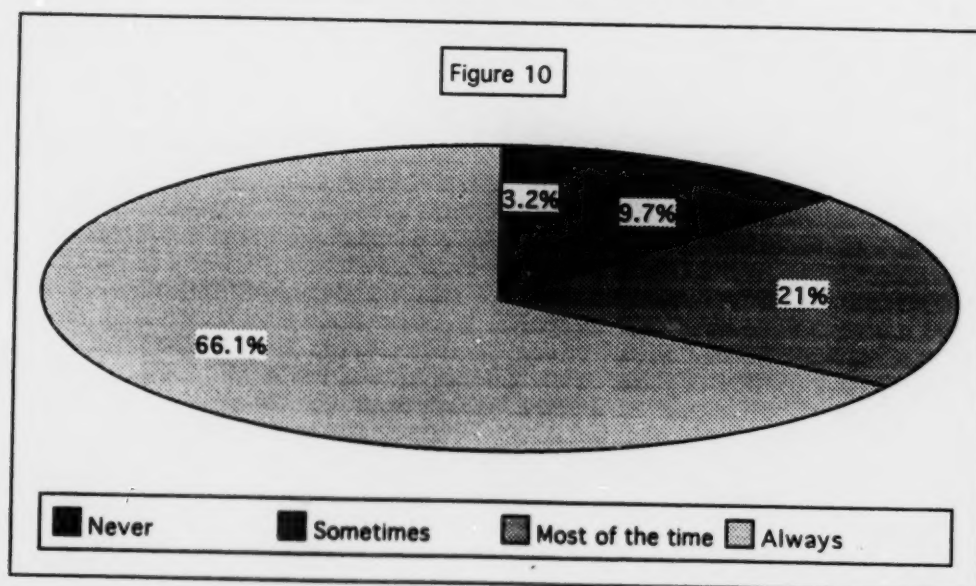
Memorization of spelling words is a good way to learn how to spell.



To gather further baseline data, students in the targeted classrooms were also given a survey. Questions were parallel in nature to parent and teacher survey questions, however, appropriate grade level terminology was used. For example, "sometimes" was used in place of "seldom" and "most of the time" was used in place of "frequently".

On the student survey, 66.1% of students responded "always" to the statement "I only need to spell words correctly on a test" (Figure 10).

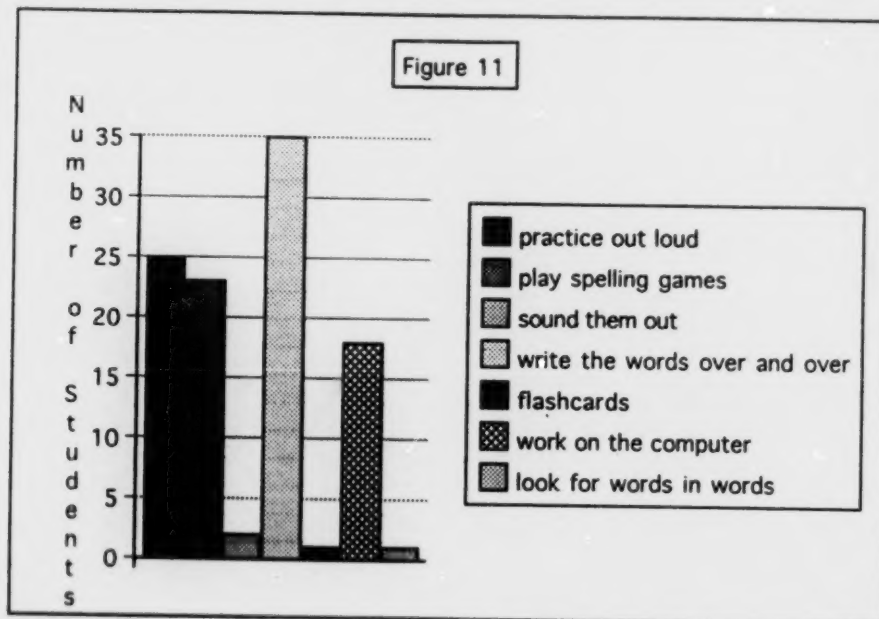
I only need to spell words correctly on a test.



In response to the statement "When I practice spelling words at home, I _____", the most popular answers from a list of choices

were "write the words over and over" and "play spelling games" (Figure 11).

When I practice spelling words at home, I _____



After initial survey information was gathered, a pretest over the 100 most frequently used words was administered. This test was given over a four day period with students being tested on 25 words each testing session. This data was essential so that researchers were aware of where their students were beginning in the areas of spelling knowledge and spelling consciousness.

In order for the words to be considered correct, certain standards had to be met, e.g. correct capitalization and correct letter formation. These criteria enabled the scorers of the pretests to be consistent for validity of research baseline data.

The second grade pretest scores are as follows: nineteen students scored in the 26-50% category, 15 students had a score of 0-25%, 5 scored in the 51-75% range, while 2 students spelled 76-100% of the pretested words correctly (Figure 12).

Pretest

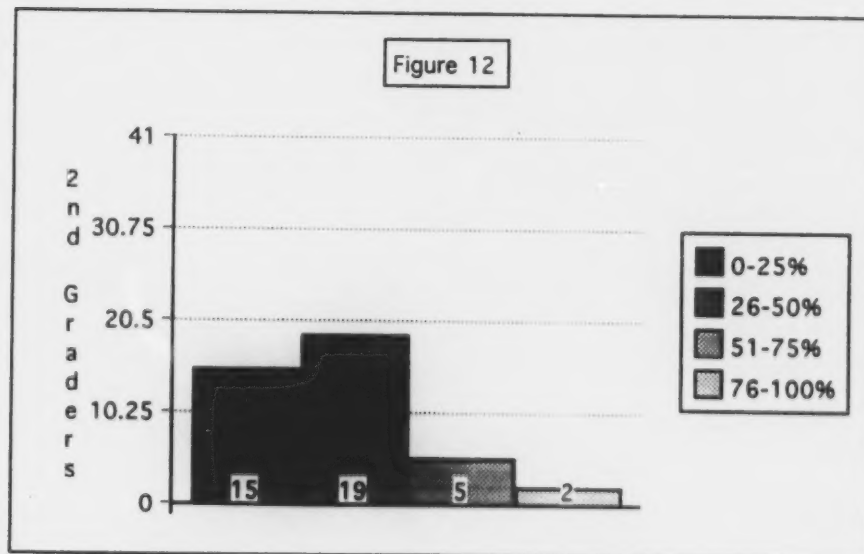
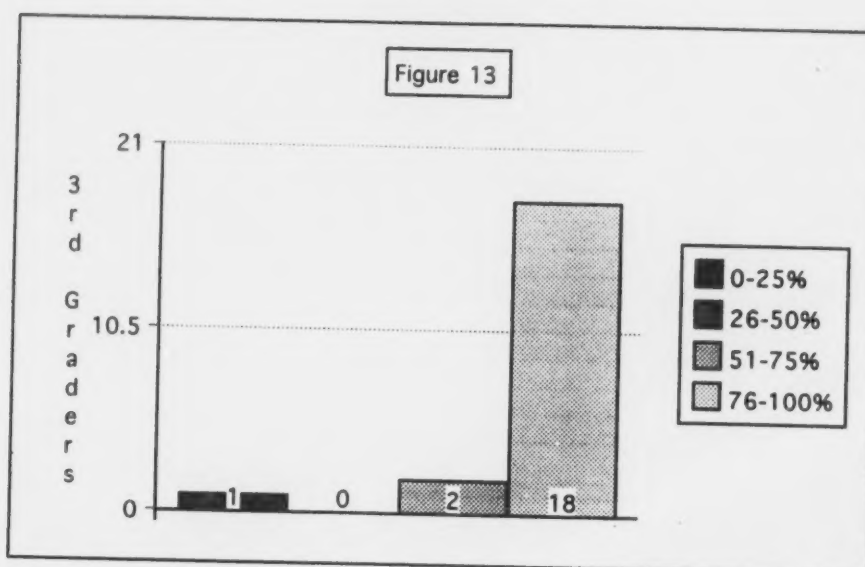


Figure 13 shows pretest results from the 21 tested third grade students. Eighteen students achieved a score of 76-100% on the pretest. Two students scored in the 51-75% range, while only 1 scored in the 0-25% category.

Pretest



Probable Causes

A review of the literature suggests that there are a variety of causes for the lack of transfer of high frequency spelling words to daily writing. The lack of a consistent spelling program, with articulation between grade levels, was viewed as one of the main underlying problems. In conjunction with this inconsistency was the lack of instruction concerning spelling rules, and poor accountability for spelling these high frequency words in daily writing across the curriculum (Hodges, 1991).

Many classrooms have abandoned the traditional spelling book due to its boring, repetitive and fragmented approach to spelling. In lieu of the spelling text, classroom teachers are left on their own to develop a spelling program. However, they have not been trained as to how to do so (Fulk & Spurgin, 1995). Many educators develop spelling lists around units and themes. These lists are often too lengthy and include words that children infrequently encounter in stories and probably will not use in their writing. They often do not address the spelling of high frequency words that make up over 50% of the words used in daily writing (Graham, Harris & Loynachan, 1994).

The concern of many parents and upper grade teachers regarding spelling is the overuse of invented or temporary spelling past the first grade. Their concern is that invented spelling is an attempt to excuse error and that is a poor habit for students to develop (Sipe, 1994). What they do

not understand is that spelling is a developmental process as is learning to speak or learning to read.

Most students go through five stages of development as they learn to spell. In stage one, they are experimenting with writing and the alphabet. In stage two, students start to demonstrate phonemic awareness. By stage three, they are spelling words by ear. This is known as invented or temporary spelling. This invention should not be considered a failure, but rather a step on the road to conventional spelling. The goal of a spelling curriculum is to produce competent and independent spellers. A developmental perspective is a crucial part of attaining that goal. Most primary teachers understand that the role of invented spelling in the writing process is to permit independence and to increase fluency. These invented spellings can be seen as a window to children's thinking about written language. Far too often, those students who are overly concerned about perfection in spelling become non-writers. At the beginning of second grade stage four spelling begins to appear. This stage is spelling by eye. Instead of spelling words as they hear them, children in this stage start spelling as they see them. This is a signal that children are ready for a more formal study of spelling. The fifth and final stage of spelling is conventional spelling. It is learned over a longer period of time and develops at different rates for each student (Gentry, 1997).

It is our goal to encourage independent, competent writers. Students need to understand that spelling is a tool to be used in all writing, not just memorized for the weekly spelling test (Sitton, 1996). Spelling is a tool to assist them in expressing themselves accurately and effectively. They need to develop a sense of "spelling consciousness" in writing and editing. This has been defined as the ability to look and see if a word "looks right" (Gentry & Gillet, 1993). Many poor spellers use phonetic strategies for spelling, while good spellers have a good visual sense of words. This visual sense allows them to spell many words automatically, in that they can be written with little or no conscious effort. "Spelling, after all, impacts virtually every aspect of reading and writing and is the key to unlocking literacy"(Gentry, 1997).

Another probable cause of spelling difficulties is the manner in which words are learned. Most instructional methods rely on rote memorization of the words. Students are asked to write the words five to ten times each to practice the words for the weekly test. Research has shown that this strategy is not effective for transfer (Angeletti & Peterson, 1993).

In addition, there needs to be a scheduled time in the school day devoted to spelling, otherwise it gets shoved to the back burner and frequently overlooked (Coiner, 1995). Teachers find it difficult to cover all

curricular concerns in the school setting. As a result, more reliance is often put on the "at home" aspect of spelling word study.

A variety of instructional strategies need to be implemented to address the multiple intelligences of the learners (Gardner, 1993). Research has shown that when teachers are trained to offer a variety of activities that address individual strengths, students learn more effectively and efficiently, and they retain the learning longer (Jensen, 1995).

Finally, students need to be held accountable to use these known high frequency words in their daily writing. All too often, the words are learned for the weekly spelling test and teachers move on to the next week's word list. Student accountability for spelling the list words correctly each time they write is not consistently stressed. Students see little, if any, connection between spelling and writing. A frequent response when a student is asked why they didn't spell a word correctly is, "This isn't spelling. Why does it have to be spelled correctly?"

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Spelling is a skill, a basic communication skill. Regardless of how well writers express their ideas, the quality of their spelling reflects on the person who wrote it (Sitton, 1996). Spelling should not be taught as an isolated skill, but as a tool for writing. The focus for spelling needs to be shifted from rote memorization to communication between writer and reader. Making spelling a part of the writing process will make it more meaningful and give students a real reason to spell well (Angeletti & Peterson, 1993). It is important that students see the relationships between reading, writing and spelling. As teachers, we need to help students establish a goal of always doing the best spelling for those who will read it (Snowball, 1996). How do we, as classroom teachers, address these issues? In reviewing the literature several important interventions have consistently appeared that we have incorporated into our research.

Expanding the Word Bank

The most efficient and effective way to quickly build up students' word banks is to teach them the high frequency words that make up 50% of their writing. Students should not be asked to study words they already know how to spell or words for which they have no immediate use. We should help students master a functional, core spelling vocabulary and then build on that vocabulary. Words should be ones students can already read (Matz, 1994). When students have developed this mental bank and are held accountable for spelling these high frequency words, they can focus their attention on the content of the message they are writing. When students master these words and teachers give them ample opportunity to write, students will gain confidence in their ability to spell and their ability to express themselves in writing (Allred, 1993.) They will also have more fluidity to their writing (Sitton, 1996).

Addressing Students' Multiple Intelligences

Traditional teaching methods have not addressed students' multiple intelligences. Students learn in many different ways and as educators it is our job to give students an opportunity to learn the best way they can (Gardner, 1995). Students with a strong visual memory learn to spell with relative ease, but those who struggle need to be offered alternatives. Because different strategies work for different learners, a wide assortment of learning centers need to be developed so students can practice in a

variety of ways. Students with poor visual memory learn best using mnemonic devices and tactile methods (Sipe, 1994). Tactile activities would help those strong in the bodily/kinesthetic intelligence. Using songs and musical instruments would involve those with the musical/rhythmic intelligence, while incorporating a variety of materials using color and shape engages the students whose visual/spatial intelligences is dominant. Incorporating games and puzzles would be beneficial for the students strong in the mathematical/logical intelligence. For learners with the superior verbal/linguistic intelligence, using speaking, reading, and writing activities would be valuable. These types of activities create an atmosphere that makes learning an exciting experience (Dean & Gross, 1992).

The more ways students can practice their spelling words, the better chance they have of building up their word bank and becoming more fluid writers. Csikszentminalyi's study (as cited in Chapman, 1993) found "When students are encouraged to expand their strengths, they are more likely to enjoy their work and to pursue increased competence with confidence." It has been proven that all children can learn, but it is our responsibility to find each students' strongest mode of learning. It is not a matter of "how smart we are, but how we are smart" that is important (Chapman, 1993).

Editing

Children need to learn to find and correct their own misspellings. This editing process will build independence and responsibility on the part of the students. If the teacher is always ready with a correct spelling, the students will come to rely on this strategy and stop testing out hypotheses of how words are spelled and will not have ownership of the writing (Barone, 1993). Students need to learn the benefits of proofreading for spelling. Editing checklists are useful for students to develop their spelling and proofreading habits. If students can spell well on tests, but do not on daily writing, then the students can't really spell. To do this means they must focus on the minute details of words, something that is not encouraged in reading (Routman, 1991). After students have done their own editing, peer editing provides meaningful and authentic spelling practice.

Creating a Print-Rich Environment

When no one else is around to help, it is important for students to have somewhere else to go to find out how a word is spelled. Many resources are available such as dictionaries, wall charts of words, picture glossaries, thesauruses, rhyming dictionaries, globes, atlases, or map collections, as well as personal dictionaries. Students need to be taught to use and refer to these aides (Wilde, 1992).

Multi-Modality Learning Procedure

Students need an efficient, systematic technique to learn spelling words. The first step is the self-corrected test. Testing is set up on a preview, practice and review process. It begins with the teacher pronouncing a word and using it in a sentence, then the students write the word. After all the words are dictated in this manner, the children are expected to correct their own tests. The teacher spells the word and writes it on the board or overhead projector while the students circle any errors, then they rewrite the word correctly. Next, the students should be given abundant opportunities to practice the spelling words in spelling centers and in daily writing throughout the week. Finally, the students take the review test to measure their progress during the week (Sitton, 1996).

Writing Across the Curriculum

The only reason to teach spelling is to transfer it to writing. Teachers must recognize that spelling is a writing skill and must be addressed as part of the writing process (Sipe, 1994). Children need to be given ample opportunities to write for authentic reasons in all areas of the curriculum. This way students have a vested interest in developing a product that they know will reach a real audience. Newsletters, thank you notes, interviews and invitations are but a few examples of authentic writing. Any way we can encourage the linking of spelling and writing will

only help the students reach the goal of "spelling consciousness" (Hodges, 1991).

As educators, we need to provide a meaningful spelling program. We need to capitalize on our students' strengths, encourage risk taking and celebrate progress (Scott, 1994).

Project Objectives and Processes

Research indicates that students do not learn high frequency spelling words for transfer in their daily writing across the curriculum. The focus of this project is to implement multiple intelligences strategies to increase student spelling achievement and, in addition, transfer this knowledge to daily writing. This will be accomplished through writing and editing practice.

A greater number and a wider variety of activities designed to tap into the students' multiple intelligences will be implemented during the period of August, 1997, through January, 1998. As a result, the targeted second and third grade students will increase their spelling consciousness as measured by pretests, posttests, writing samples, surveys, anecdotal records, and weekly reviews.

In order to accomplish the project objectives, the following processes are necessary:

1. A list of high frequency words will be obtained (Appendix G)

2. A list of spelling activities, incorporating multiple intelligences strategies, will be developed (Appendix H)
3. Necessary manipulative materials will be gathered and constructed
4. Surveys for teachers, parents, and students will be developed and administered (Appendices B,C,E)
5. Pretests and posttests and an accompanying record keeping tool for teacher use will be developed (Appendices F,I,J)
6. Weekly documentation tools will be developed for student use (Appendix K)
7. Weekly reflection journals for anecdotal record keeping will be used
8. A series of writing sample projects will be assimilated in various subject areas: math, language arts, social studies, and science (Appendix L)
9. An editing checklist for student use will be developed (Appendix M)
10. Word charts will be generated for permanent classroom display
11. Classroom computer activities will be implemented
12. Individual spelling notebooks will be generated by students
13. Graphs, charting multiple intelligences centers used, will be developed for student reflection (Appendix N)

- 14. Student Evaluation of multiple intelligences centers will be developed for student reflection (Appendix O)**

Project Action Plan

- I. Before school begins**
 - A. Send letter to parents and include project information (Appendix P)**
 - B. Administer parent survey on opening day, August 27, 1997**
 - C. Solicit parent consent for students to participate in project (Appendix D)**
- II. Week 1 (Appendix Q)**
 - A. Administer student survey**
 - B. Administer student pretest (4 days)**
 - C. Introduce multiple intelligences strategies**
- III. Week 2 (Appendix Q)**
 - A. Introduce weekly spelling format: preview, rewrite and review**
 - B. Introduce 6 core high frequency words: preview and rewrite**
 - C. Teach use of learning centers and record keeping format**
 - D. Implement multiple intelligences learning centers and record keeping**
 - E. Provide students with prompt for project to elicit writing samples**
 - F. Administer review**
- IV. Week 3 (Appendix Q)**
 - A. Introduce 6 core high frequency words: preview and rewrite**

- B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt to elicit writing samples
 - D. Administer review
- V. Week 4 (Appendix Q)
- A. Introduce 6 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
- VI. Week 5 (Appendix Q)
- A. Introduce 6 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
- VII. Week 6 (Appendix Q)
- A. Introduce 6 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with project to elicit writing samples
 - D. Administer review

- E. Students complete graph charting multiple intelligences centers and use for reflection

VIII. Week 7 (Appendix Q)

- A. Introduce 6 core high frequency words: preview and rewrite
- B. Implement multiple intelligences learning centers and record keeping
- C. Provide students with prompt for project to elicit writing samples
- D. Administer review

IX. Week 8 (Appendix Q)

- A. Introduce 6 core high frequency words: preview and rewrite
- B. Implement multiple intelligences learning centers and record keeping
- C. Provide students with prompt for project to elicit writing samples
- D. Administer review

X. Week 9 (Appendix Q)

- A. Introduce 6 core high frequency words: preview and rewrite
- B. Implement multiple intelligences learning centers and record keeping
- C. Provide students with prompt for project to elicit writing samples
- D. Administer review

XI. Week 10 (Appendix Q)

- A. Review the 20 words most consistently missed on writing samples

- B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
- XII. Week 11 (Appendix Q)
- A. Introduce 6 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
- XIII. Week 12 (Appendix Q)
- A. Introduce 6 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
 - E. Students complete graphs charting multiple intelligences centers and use for reflection
- XIV. Week 13 (Appendix Q)
- A. Provide students with prompt for project to elicit writing samples
 - B. Implement multiple intelligences learning centers and record keeping

XV. Week 14 (Appendix Q)

- A. Introduce 6 core high frequency words: preview and rewrite**
- B. Implement multiple intelligences learning centers and record keeping**
- C. Provide students with prompt for project to elicit writing samples**
- D. Administer review**

XVI. Week 15 (Appendix Q)

- A. Introduce 6 core high frequency words: preview and rewrite**
- B. Implement multiple intelligences learning centers and record keeping**
- C. Provide students with prompt for project to elicit writing samples**
- D. Administer review**

XVII. Week 16 (Appendix Q)

- A. Introduce 7 core high frequency words: preview and rewrite**
- B. Implement multiple intelligences learning centers and record keeping**
- C. Provide students with prompt for project to elicit writing samples**
- D. Administer review**

XVIII. Week 17 (Appendix Q)

- A. Introduce 7 core high frequency words: preview and rewrite**
- B. Implement multiple intelligences learning centers and record keeping**

- C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
- XIX. Week 18 (Appendix Q)**
- A. Introduce 7 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
- XX. Week 19 (Appendix Q)**
- A. Introduce 7 core high frequency words: preview and rewrite
 - B. Implement multiple intelligences learning centers and record keeping
 - C. Provide students with prompt for project to elicit writing samples
 - D. Administer review
 - E. Students complete graph charting multiple intelligences centers and use for reflection
- XXI. Week 20 (Appendix Q)**
- A. Administer posttest (4 days)
 - B. Re-administer parent survey
 - C. Re-administer student survey

Methods of Assessment

In order to assess the effects of the intervention, the following tools and procedures were followed:

1. **Weekly Reviews** – After a week's practice at multiple intelligences centers, this instrument was used to test the students' mastery of that week's word list.
2. **Weekly Writing Samples** – Each week the students were given a prompt on which to write. This sample was used to assess the students' spelling of high frequency words in writing across the curriculum.
3. **Mid-term Review** – This was a test of the most frequently missed words from the writing samples.
4. **Multiple Intelligences Center Graph** – Students recorded on a graph the centers they had used. Then they reflected by responding to four questions. Finally, they set a goal for future center use.
5. **Posttest of all 100 high frequency words** – This was administered at the conclusion of the intervention period to compare the scores to the pretest.
6. **Student Survey** – The researchers re-administered the student survey so we could compare the results to show

any changes in attitudes toward spelling and the methods of practicing spelling words.

7. Parent Survey – The researchers re-administered the parent survey so they could compare the results to show any changes in attitudes toward spelling and the methods of practicing spelling words.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve the spelling of high frequency words in daily writing across the curriculum. This was accomplished by the study and practice of 100 high frequency words during the period of September, 1997, through January, 1998. Pretests were administered the week of September 2-5, 1997, with posttests given the week of January 26-30, 1998. Multiple intelligences centers were implemented to effect the desired outcome. In addition, weekly writing samples were assigned to assess the students' transfer of these basic words to their writing.

Class A

Class A was a second/third grade team taught classroom. At the beginning of the research period, this class consisted of 43 students. The second grade group, (A-1), was composed of 21 heterogeneously mixed students. The third grade group, (A-2), was made up of 22 students, also heterogeneously mixed, including two identified gifted children. The

majority of the third graders had been second graders in the classroom the previous year.

Class B

Class B was a single age second grade classroom of 21 students, including four identified special education children. This classroom received the additional services of a resource teacher five hours a week.

The three classroom teachers and the fourth researcher, a Title 1/Reading Recovery specialist, began by pooling resources and brainstorming lists of activities that could be used in all five multiple intelligences centers. A list of 54 activities was compiled and each item was assigned a multiple intelligence category (Appendix H). All researchers were involved in the extensive preparation and organization of these materials prior to the beginning of the school year. Record cards were developed for students to mark the centers they had chosen (Appendix K).

The list of 100 basic words that would be taught was determined by reviewing three lists of high frequency words and choosing the ones that appeared on all the lists (Appendix G). Six or seven words were assigned for each week, in order of frequency of use. Class A included an additional eight or nine theme words and five optional bonus words. Class B added six words to the basic list. These words were related to a spelling pattern.

Writing samples were chosen to include the subjects of math, science, social studies, and language arts. The researchers again took an equal share in preparing the writing sample materials. In addition to the prompts, an editing checklist was developed for the students and a "writing sample weekly record" form was developed for the teachers to record necessary data (Appendix R).

Surveys for teachers, parents, and students were developed, along with an explanation and consent form to accompany the parent survey (Appendices B,C,E and D).

All four researchers developed an organizing tool called the "action research intervention plan, scope and sequence" (Appendix Q). This weekly planner listed four major components: basic words, writing sample project prompt, a list of multiple intelligences centers, and necessary materials.

Other materials developed, prepared or adapted included "preview/rewrite" form (Appendix S), "weekly review" form (Appendix T), "multiple intelligences center graph" (Appendix N), "ranking ladder" (Appendix U), "student evaluation of spelling centers" (Appendix O), "pretest/posttest checklist" (Appendix J), "pretest/posttest" sheets (Appendices F and I), "student spelling notebooks", and "weekly word charts".

On the first day of school, the researchers explained and distributed surveys to parents concerning their attitudes toward spelling and the methods of practicing spelling words. Parallel surveys were also given to the students and primary teachers in the district. The results of these surveys were reported in Chapter 2. Students were given the pretest over four days at the start of the school year. They were introduced to the different multiple intelligences using charts and hand signals.

In both the single age and multiage classrooms, the 100 high frequency words were taught using multiple intelligences centers. On Monday, the words were introduced using a multi-modality learning procedure. This preview/rewrite format was explained in Chapter 3. Tuesday through Thursday, the six multiple intelligences centers were implemented, with students having a choice and charting their choices. On Friday, the review was given, and the writing sample was assigned. In week 10, a review of the most often missed words was generated and studied. These words came from weekly writing samples, rather than weekly reviews. In weeks 6, 12 and 19, students completed graphs charting the multiple intelligences centers they used, and then reflected on their choices. In addition, the students conferenced with the teachers and set future goals for center use. Lists of words and weekly multiple intelligences centers can be found in Appendix Q.

The reading specialist was involved in the classrooms on a daily basis. She joined Class A during the spelling period two times per week for forty minutes each. The preview/rewrite introduction of the list words was administered by her each Monday. She helped monitor the students as they produced their weekly writing samples on Friday. During the Tuesday through Thursday time periods, she took students from both Class A and Class B to a different location and facilitated the students' work in either the bodily/kinesthetic or musical/rhythmic center.

At the end of the action plan, the researchers again administered the surveys to students and parents to see if there was a change in attitudes toward spelling or the methods of practicing spelling words. A posttest of the 100 high frequency words was given to measure growth and retention over the semester. Writing samples were analyzed for transfer of spelling to daily writing. The students reflected on their personal center choices by completing a ranking ladder and an evaluation of those centers.

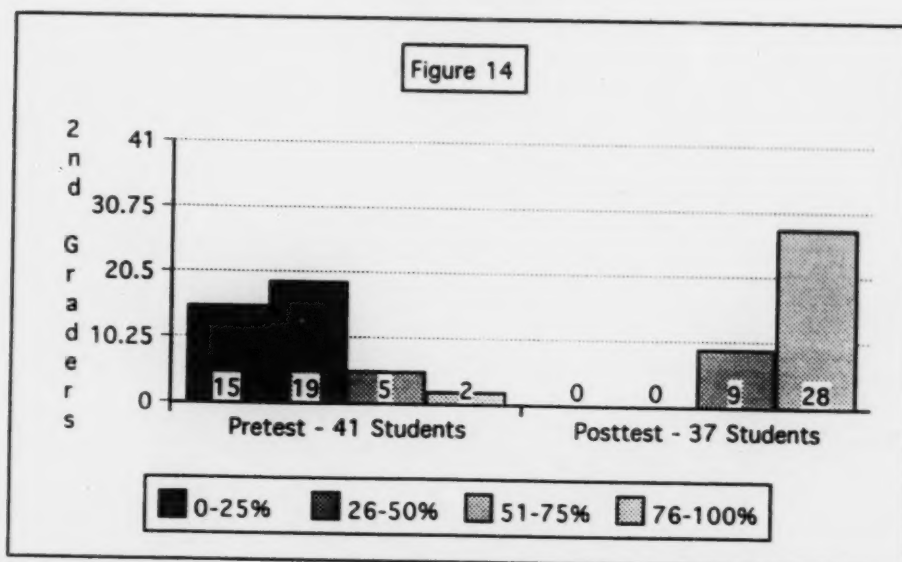
Presentation and Analysis of Results

In order to assess the effects of using multiple intelligences activities in learning and transferring the correct spelling of 100 high frequency words in daily writing, various types of documentation and assessment were used. Some of the assessment tools were developed prior to the intervention period. As the intervention progressed, the usefulness for others became evident.

The researchers began the 1997-98 school year with 62 students. Due to student mobility and poor attendance, only 58 students were a part of the final data collection and analysis.

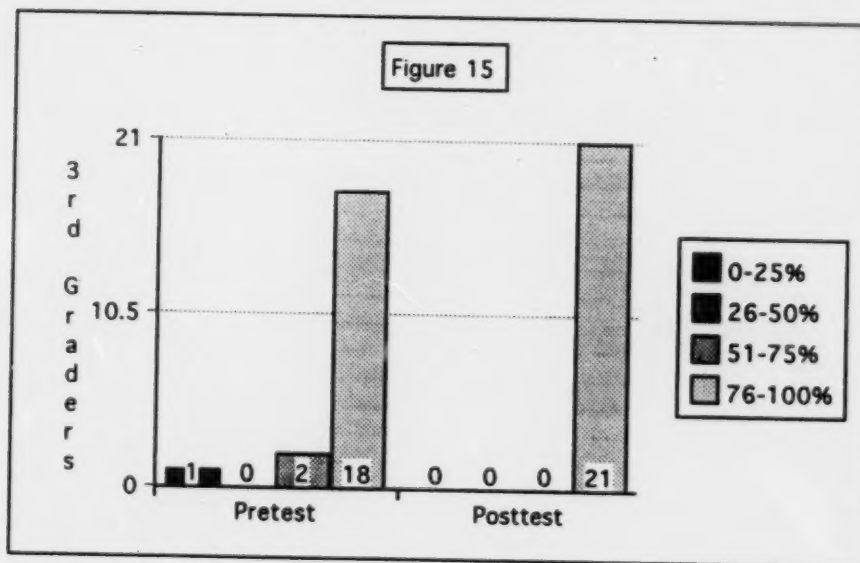
A posttest of the 100 high frequency words was given, over a period of four days, to compare with the baseline data collected on the pretest. The intervention appears to have had a positive effect on students' learning and retention of those words. As Figure 14 shows, of the 37 second graders posttested, none fell below 50%. This indicates a major improvement over the pretest when 34 students scored within this range. All students scored above 50% on the posttest, whereas only seven students had scored between 50 and 100% when pretested.

Pretest/Posttest



On the posttest, all 21 third grade students fell in the 76-100% range. On the pretest, 18 students scored above 76% (Figure 15). Since the third grade students demonstrated knowledge of these high frequency words on the pretest, no dramatic improvement could be expected. However, it should be noted that the scores of 12 students scores increased by 10-15 words within that range.

Pretest/Posttest



Each week six spelling centers were introduced and implemented. Five of these centers specifically correlated with the multiple intelligences: verbal/linguistic, mathematical/logical, musical/rhythmic, visual/spatial, and bodily/kinesthetic. The sixth center, computer activities, addressed all of the intelligences except musical/rhythmic. Either the interpersonal or intrapersonal intelligence was inherent in each of the center activities. The activities changed weekly during the intervention period.

The students were given the opportunity to choose three of the six centers throughout the week. Class A did not require that students use specific centers; however, Class B did require students to do the computer activities each week. Due to some students' weak reading abilities, they were partnered with classmates who could read the spelling words and help them through the initial activity. After the computer activities were completed and the words could be easily read by the weaker students, they were able to benefit from the practice at the other centers.

Part of the students' responsibility during spelling center time was to complete record cards by marking the center they had chosen. These record cards were later used to complete the "multiple intelligences center choices graph" (Appendix N). This was done three times during the intervention period so students could see which type of centers they were using most often. They could then reflect on those centers that they had used most frequently. Initially, the researchers encouraged students to

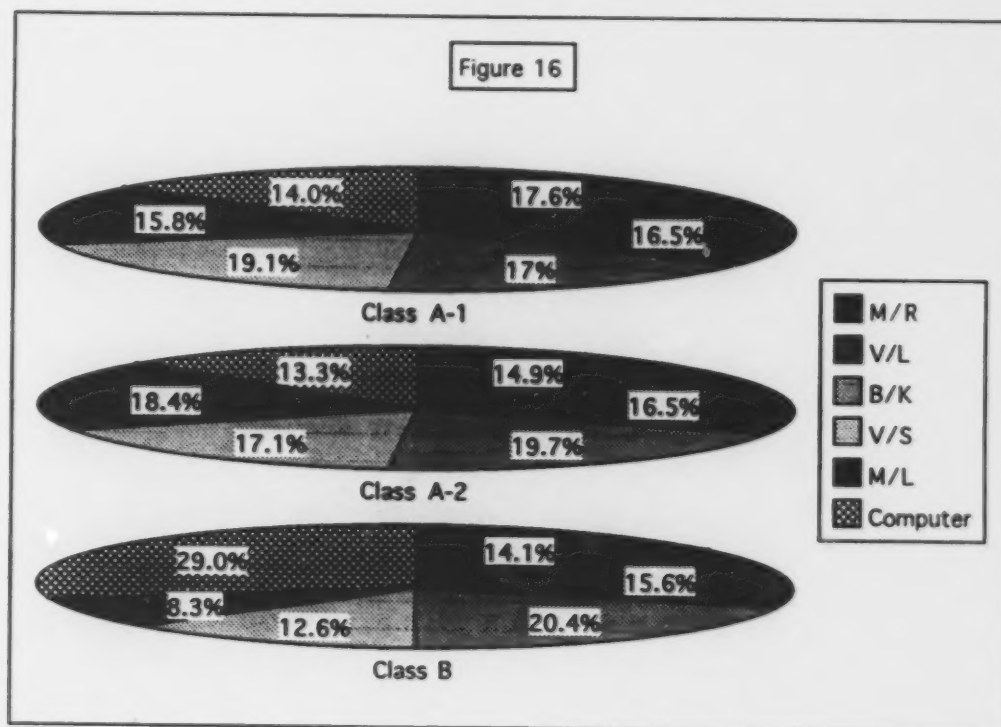
reflect on the centers that best helped them learn their spelling words. Later, through conferencing, the researchers noted that this tool also helped the students see the connection between the intelligences and the specific activities related to each intelligence. Students even talked about how some activities overlapped intelligences. The researchers were pleased to note the critical thinking shown by many students as they conferenced.

At the end of the intervention period, the students brainstormed to see how many center activities they could recall. They were able to remember all but five of the 54 centers. Using this list, they then individually completed a ranking ladder, listing their seven favorite centers in order of preference.

As a culminating reflection activity, the students completed the "student evaluation of spelling centers" (Appendix O). They compared the center that they chose most often to the center that they stated best helped them learn their words. They also completed sentences expressing their feelings when using the centers. Without exception, the responses were positive. Many of the children suggested that the spelling center time be extended. The student responses from this evaluation tool were considered by the researchers when planning the spelling centers for the following semester.

In Class A, student participation in five of the six centers was evenly distributed. The computer center was chosen least often. In Class B, the computer center was used most often, due to the fact that it was a required activity. The researchers noted the mathematical/logical centers were selected more frequently by the students that teachers judged to be higher performing, and twice as often by third graders than second graders (Figure 16).

Multiple Intelligences Centers Used



Students completed a total of 18 writing samples, one for each week of the intervention period. The researchers chose three of the writing samples to analyze.

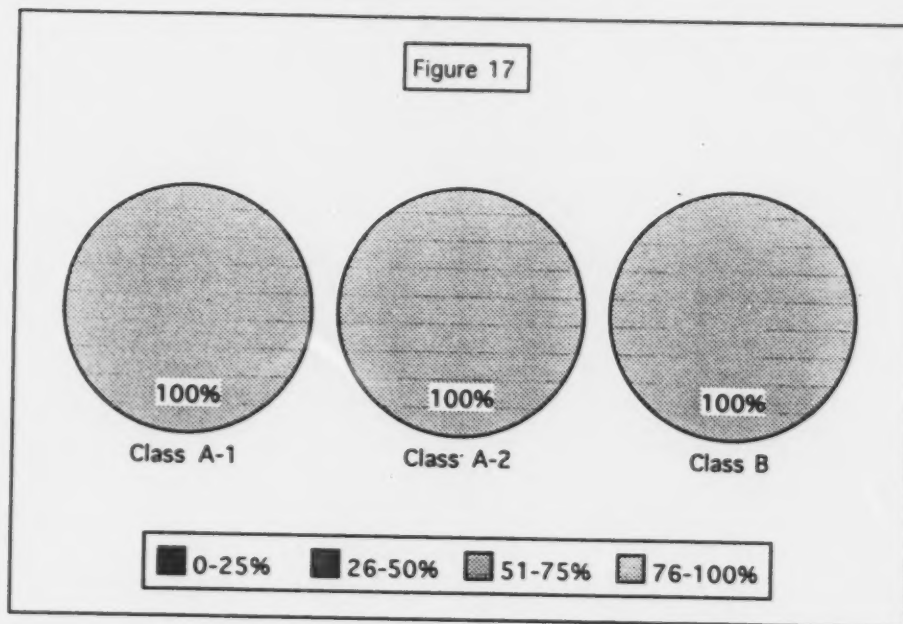
Initially, the researchers had planned for the writing samples to be specifically structured, four sentence paragraphs. There is a school-wide format, called "mighty writing," used to teach paragraph writing. This paragraph is composed of a first sentence, a support sentence, a detail sentence, and an ending sentence. After the first two writing samples, the researchers in the multiage classroom (A-1 and A-2) felt that this format was too restrictive. They decided to change from the "mighty writing" format to a creative writing approach. This encouraged lengthier samples and resulted in a greater number of high frequency words used.

The researcher in the single age inclusion classroom (B) felt it was necessary for her students to learn and practice the "mighty writing" format. These students wrote shorter paragraphs and, therefore, used a fewer number of the high frequency words.

The first writing sample, from week four, was entitled "Fall Book" (Appendix V). The researchers counted how many of the first 18 high frequency words had been used and recorded how many of those had been spelled correctly. As seen in Figure 17, the students showed 100% mastery. In Class A-1, the range of high frequency words used was from 10 to 37. The median was 20 words used. In Class A-2, the range of words

used was from 6 to 57 with a median of 22. Class B had a median score of 2, with word use ranging from 0 to 6 words.

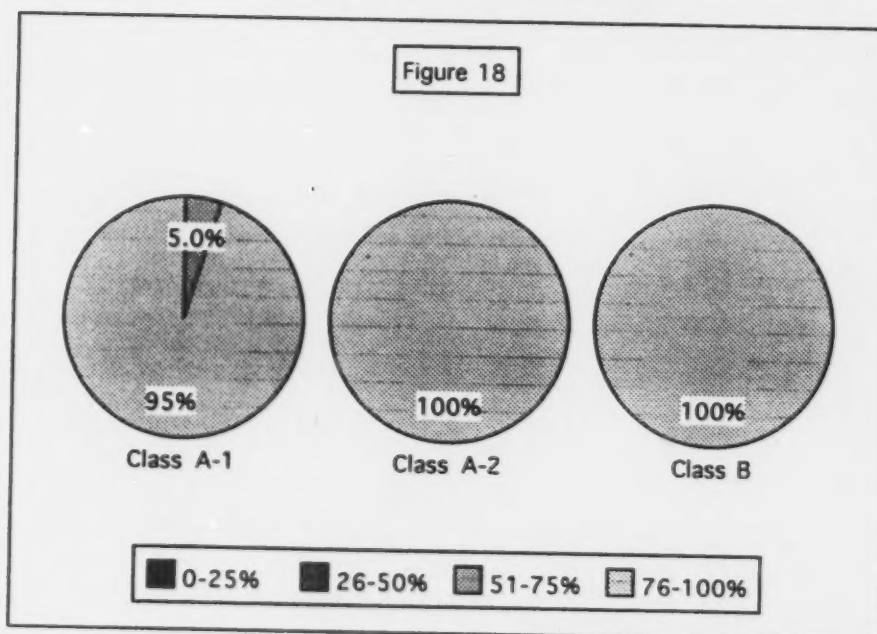
"Fall Book" Writing Sample



The second sample, from week 14, was entitled "Rudolph's Nose" (Appendix V). The children in all classes used a creative writing approach

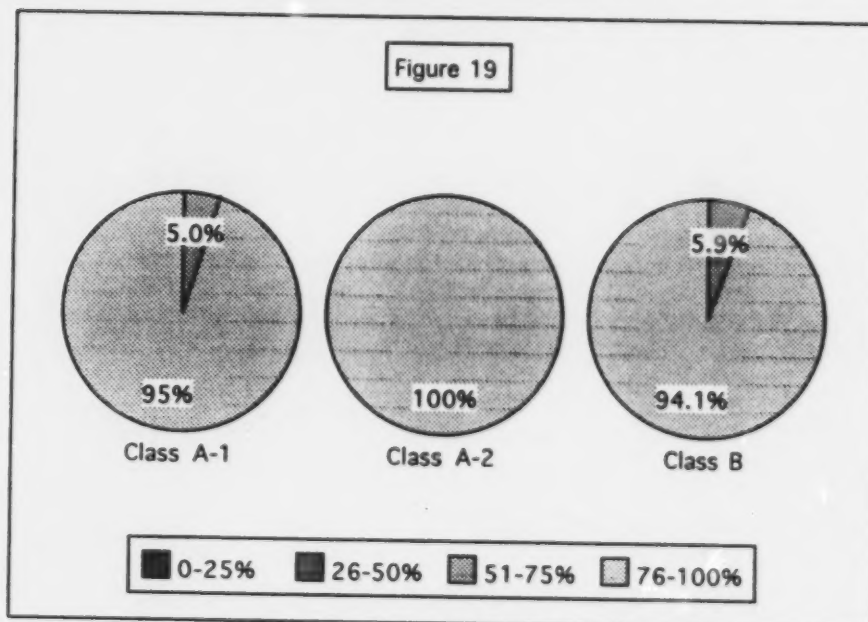
for this sample. At this time, the researchers looked for the transfer of 66 high frequency words. Figure 18 shows that Class A-1 had 5% (one student) who fell into the 51-75% range. Class A-2 and Class B had all of the students in the 76-100% range. In class A-1, the range of high frequency words used was from 14 to 102. The median was 28 words used. In Class A-2, the range of words used was from 32 to 116, with a median of 55. Class B had a median score of 12, with word use ranging from 6 to 46.

"Rudolph's Nose" Writing Sample



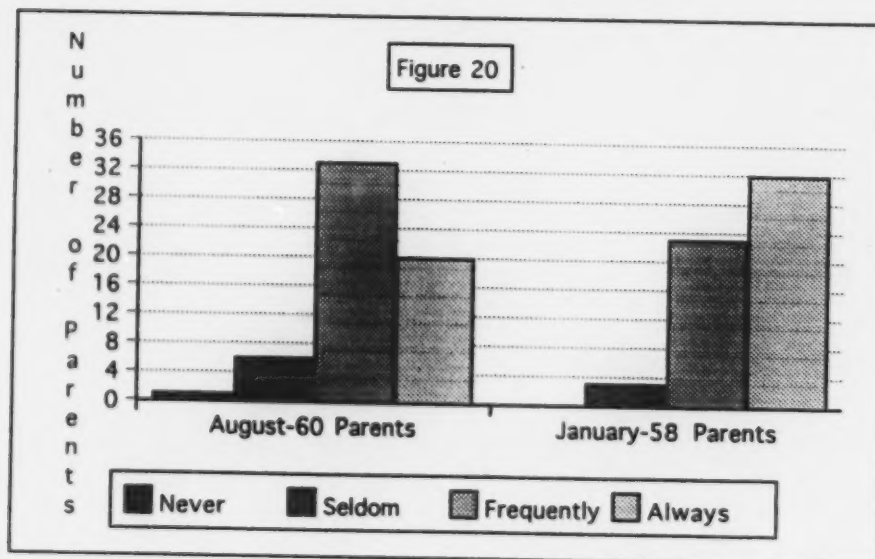
The final sample, at the end of the intervention period, was entitled "I Had a Dream" (Appendix V). In this sample, the researchers looked for the transfer of all 100 high frequency words. Again, Class B used the four sentence "mighty writing" format, while the other two classes wrote creatively. As shown in Figure 19, 95% of Class A-1, 100% of Class A-2, and 94.1% of Class B scored in the 76 – 100% range. Only 2 students fell below 76%. In Class A-1, the range of high frequency words used was from 12 to 49. The median was 26 words used. In Class A-2, the range of words used was from 20 to 84, with a median of 41. Class B had a median score of 11, with word use ranging from 7 to 24 words.

"I Have a Dream" Writing Sample



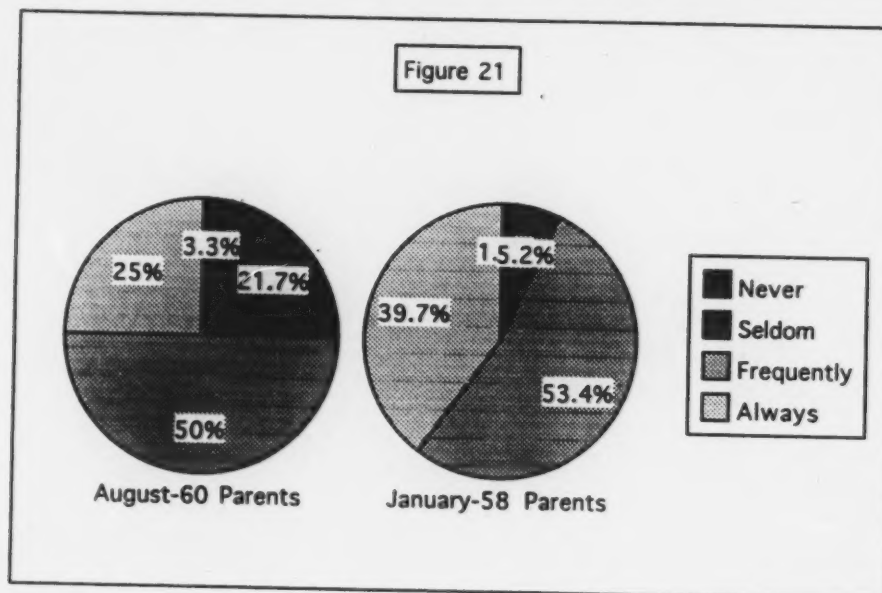
The researchers readministered the parent and student surveys to determine any attitudinal changes. Out of the 60 parents initially surveyed, 58 parents completed them at the end of the intervention period. Of these, 32 responded that their child "always" spelled basic words correctly in his/her daily writing activities. This was a significant increase from the pre-project survey when only 20 parents responded "always." Twenty-seven parents responded "frequently," while only three answered "seldom," and none replied "never" (Figure 20).

Does your child spell basic words correctly in his/her daily writing activities
(example: the, and, to, for, etc.)?



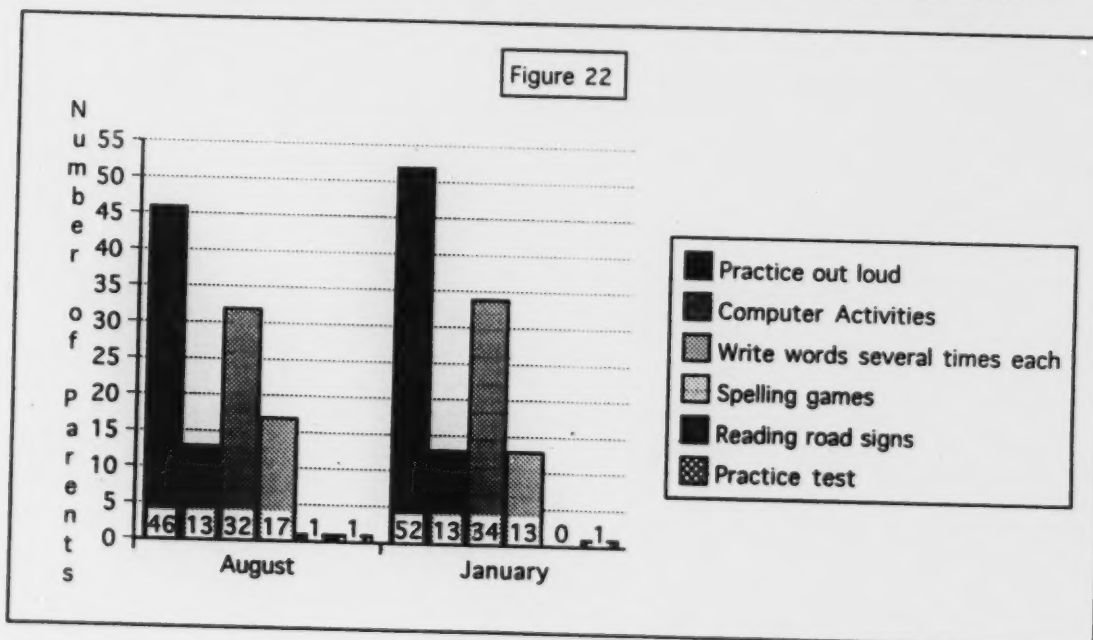
Parents were also asked if their child sees a connection between the weekly test and using those tested words in their daily writing. As Figure 21 shows, 75% of the parents responded "always" or "frequently" in the pre-project survey, while 93.1% responded in those categories at the end of the intervention. The researchers were encouraged by this response, as it indicated that parents see their children making connections to daily writing.

Do you think your child sees a connection between doing well on a spelling test and using those words when he/she writes alone?



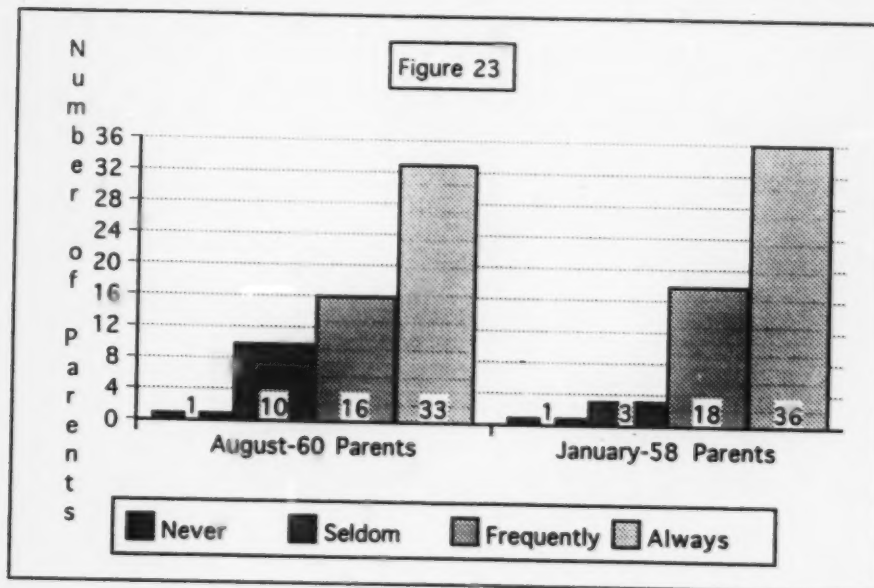
When parents were asked, "At home, how do you help your child learn his/her spelling words?" the researchers noted little change in responses from the pre-project survey. "Practice out loud" and "write the words several times each" were the most frequent activities used at home (Figure 22).

What do you do at home to help your child learn his/her spelling words?



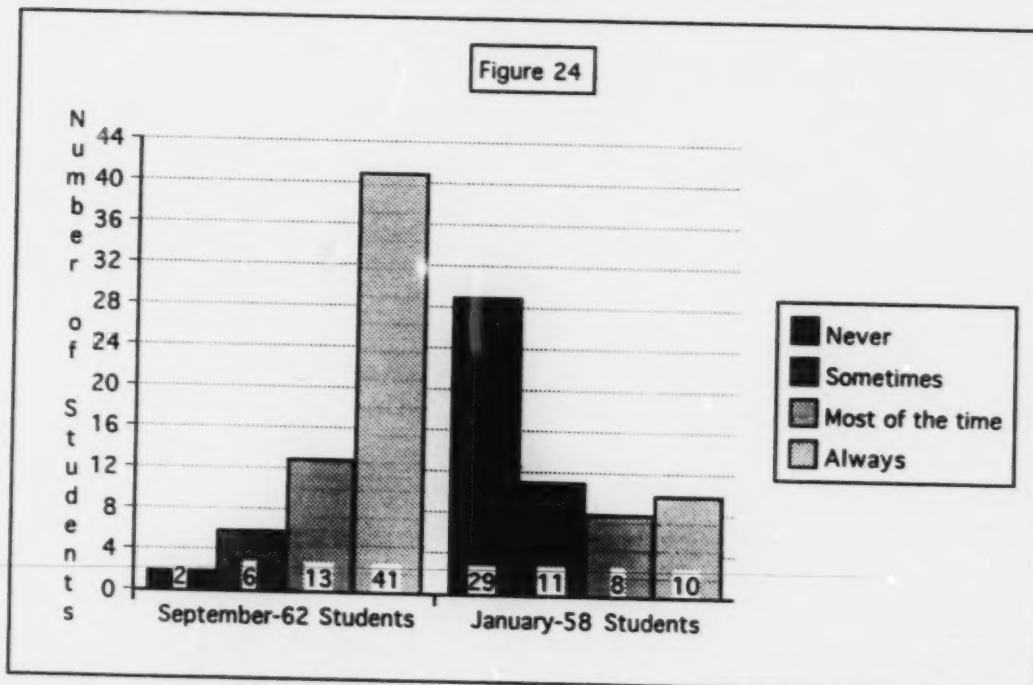
Little change was also noted when parents were asked if "memorization of spelling words is a good way to learn to spell." Since parents had not been involved in the multiple intelligence activities, no change in practice at home could be expected (Figure 23).

Memorization of spelling words is a good way to learn to spell.



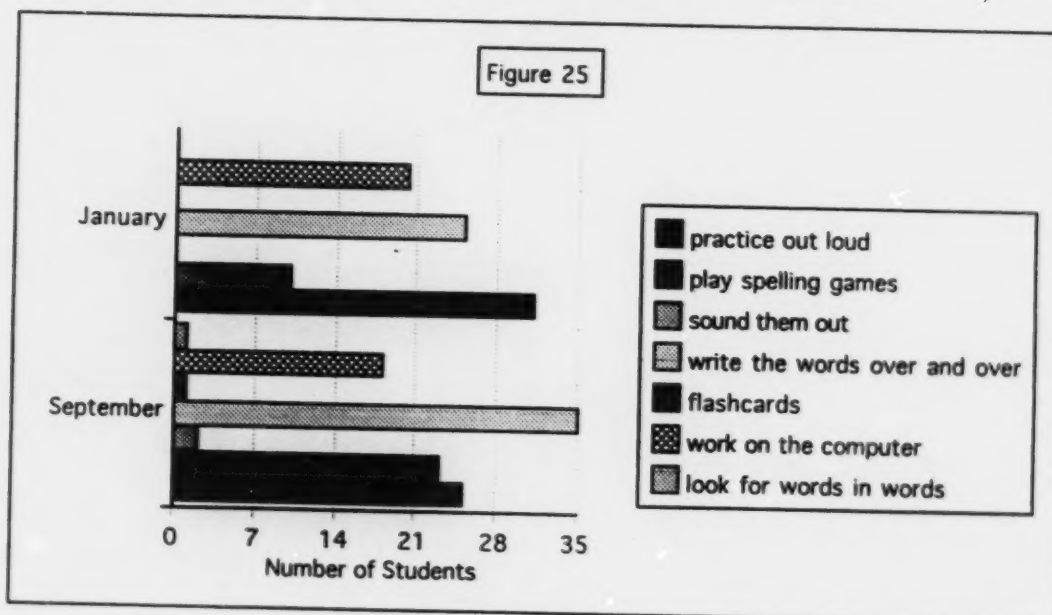
Students were also surveyed at the end of the intervention period so researchers could note any changes in their attitudes about spelling. When asked, "I only need to spell words correctly on a test," a significant difference was noted between the pre and posttest surveys. On the presurvey, 41 students responded "always," while only 10 students responded "always" at the end of the intervention. The researchers were elated with this change in attitude, as it demonstrated to them that the students understood the importance of spelling these high frequency words correctly at all times (Figure 24).

I only need to spell words correctly on a test.



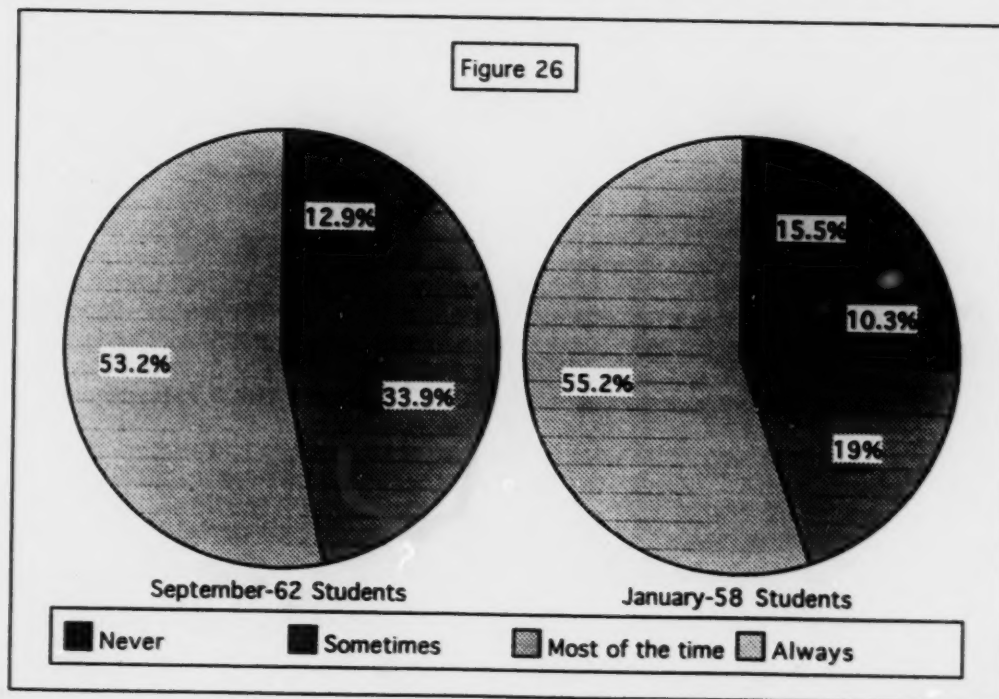
In response to the statement, "When I practice spelling words at home, I _____," the most popular answers from a list of choices were still "write the words over and over" and "practice out loud" (Figure 25). The researchers were disappointed that there was not transfer of these spelling practice activities from school to home. Perhaps there should be education of parents in the use of the spelling activities so that they could be implemented at home.

When I practice spelling words at home, I _____



Fifty-five per cent of the students at the end of the intervention still responded "always" to the statement, "Memorization of spelling words is a good way to learn to spell" (Figure 26). Again, the researchers were disappointed that students did not use the practice activities learned at school when practicing at home. From the enthusiasm the students showed when using the spelling centers at school, it was surprising that they didn't use some of these new activities for home practice.

Memorization of spelling words is a good way to learn to spell.



The intervention plan resulted in successful learning and transfer of the 100 high frequency words to daily writing. The researchers feel this was due, in large part, to the use of multiple intelligences learning activities, coupled with the teachers' expectations that the students always spell those words correctly.

Conclusions and Recommendations

Based on the presentation and analysis of results, the students showed significant improvement in the spelling and transfer of the 100 high frequency words. The children of the targeted classrooms understood they were accountable for spelling these words correctly in all areas of the curriculum. They were able to internalize and use these words in daily writing.

To effect the desired changes, the researchers planned and carried out multiple intelligences centers. The students enjoyed participating in the planned activities. They were especially enthusiastic about being given a choice. These centers heightened the students' awareness of personal strengths and weaknesses and their individual learning styles. The researchers, therefore, would recommend that multiple intelligences centers be used for spelling. Some suggestions would be to coordinate the centers between classrooms and to have an additional person to supervise bodily/kinesthetic and musical/rhythmic centers outside the classroom to address the space and noise issues inherent with these

activities. In addition, spelling centers could be scheduled right before lunch, often a low energy time of the day.

The weekly writing samples were a good way to evaluate the transfer of spelling to daily work. Due to scheduling, Class B was able to allot more time for conferencing and editing as students worked. The researchers in Class A noted a need for more time for conferencing and editing after the writing sample.

Record keeping was planned throughout the intervention to help the researchers collect data. An unanticipated outcome was the experience the students gained in graphing and record keeping. They were then able to transfer these skills to math. Using these graphs to set goals, reflect and understand the connection between the centers used and their personal learning style(s) made for interesting observations. One student noted, "I really reached my goal." Even though these reflection tools took additional time, the researchers felt it was time well spent.

This project has impacted the researchers' teaching significantly. Throughout our years of teaching, we had instructed students to practice spelling words by writing each word multiple times, by using them in sentences, and by putting them in alphabetical order. The center approach made spelling something the students looked forward to rather than dreaded. The practice was not as repetitive as the previous technique and they were able to make choices. It was especially interesting to note that

students who had difficulty with paper and pencil tasks enjoyed practicing and learning their words in other ways; and frequently, they chose the bodily/kinesthetic and musical/rhythmic centers.

The researchers are continuing the use of multiple intelligences centers in their classroom this semester. During the 1998-99 school year, they anticipate being able to teach others in the use of multiple intelligences centers through the district Teacher Academy.

The researchers recommend that this project should not be short term, but on-going. Moreover, it could be implemented in every classroom as students learn in different ways. The researchers think that spelling was a good place to start using multiple intelligences centers, but feel the centers could be adapted to other areas of the curriculum. The researchers offer several recommendations for those who would consider implementing a multiple intelligences center approach.

- The materials to be used in the centers need to be planned and organized prior to implementation. Once these materials are gathered, they can be used with any list of words or in other subject areas.
- The reflection tools of bar graphs, ranking ladders and student evaluation of centers, while time consuming, were very worthwhile. The researchers would suggest graphing and

reflecting be used on a quarterly basis and become a part of the students' portfolios.

- The evaluation of the writing samples for spelling of the high frequency words gave the students a purpose for learning these words. The researchers suggest that students know they are going to be held accountable each time that they picked up their pencils to write.

The researchers further recommend that the school implement the following spelling guidelines using multiple intelligences centers.

- Implement a spelling program during the second semester of first grade. These students should concentrate on the top 25 high frequency words.
- Hold second graders accountable for the top 150 high frequency words.
- Ensure that third graders be accountable for the top 300 high frequency words.

Implementing these recommendations would assure that primary level students would be held accountable for spelling correctly and writing fluidly over 50% of the words they use in daily writing.

The researchers conclude that focusing on the top 100 high frequency words and practicing them by using multiple intelligences centers had a significant impact on students' spelling in daily writing. It

gave credence to Chapmans' quote, "It's not how smart you are, it's how you are smart."

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APPENDICES

TEACHER
NAMES: _____

Appendix A

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DATE OF INTERVIEWS: _____

SCHOOL: _____

GRADE LEVEL (CIRCLE): K 1 2 3 4 5 6 7 8 9 10 11 12

1. WHAT SHOULD BE STRESSED AT YOUR GRADE LEVEL?

2. WHAT SHOULD BE REMOVED AT YOUR GRADE LEVEL?

3. HOW DO YOU USE TECHNOLOGY IN LANGUAGE ARTS?

4. WHAT ALTERNATIVE ASSESSMENT DO YOU USE? (Besides the chapter tests, fill in the blank, multiple choice, etc.)

5. DO YOU TEACH READING FROM NOVELS, BASALS, TRADEBOOKS OR
OTHER MATERIALS? WHICH ONES IN PARTICULAR?

6. DOES YOUR SCHOOL HAVE A REQUIRED CURRICULUM? HOW DOES
THIS IMPACT YOUR TEACHING?

7. HAS READING INSTRUCTION SUFFERED BECAUSE OF IGAP TESTING? IF
YES, HOW CAN WE CORRECT IT? IF NOT, TELL US YOUR SECRET.

8. PLEASE ~~LIST~~ AND DESCRIBE NON-TEXT BOOK UNITS THAT YOU
TEACH. WHAT IS YOUR FAVORITE?

9. IN WHAT AREAS DO YOU FIND THE STUDENTS WELL PREPARED?
WHAT DO THEY LEAVE WELL-PREPARED IN?

10. IN WHAT AREAS DO THE STUDENTS NEED TO IMPROVE TO BE
SUCCESSFUL AT YOUR GRADE LEVEL?

11. HOW WOULD YOU RANK THE FOLLOWING AREAS OF LANGUAGE ARTS
AND APPROXIMATELY HOW MUCH TIME DO YOU SPEND ON EACH?

READING SKILLS _____
GRAMMAR _____
SPELLING _____
WRITING _____
SPEAKING _____
LITERATURE _____

12. WHAT COMMONLY CONFUSED WORDS ARE TAUGHT AT YOUR LEVEL?
(Such as: than/then, lay/lie, good/well)

13. ARE THERE ANY SPECIAL UNITS YOU'D LIKE TO SHARE?

14. HAVE YOU FOUND ANY SECRETS TO TEACHING GRAMMAR?

15. THE END PRODUCT IS A CURRICULUM GUIDE WITH USEFUL TASKS AND IDEAS FOR ASSESSMENT. DO YOU HAVE ANY MATERIALS OR IDEAS THAT WE MAY INCLUDE IN THE GUIDE?

Appendix B
Cover Letter and Teacher Survey

September 1997

Dear Fellow Educators,

We are working on our Masters' degree through St. Xavier University. Our action research project for this year involves teaching spelling and its transfer to daily writing. We would greatly appreciate it if you would help us by completing the attached survey. We attempted to design the survey so it would be easy for you to complete, yet give us information that would be very valuable in our research. We realize many of you do not teach formal spelling but it does impact on students writing across the curriculum. Please circle NA when the question does not apply to your teaching situation. Thank you for helping us reach our goal of a Masters' degree.

Please return the survey to your principal by Monday, September 8. One of us will pick them up. If you teach at the high school, please return the survey to Marcene Farley's mailbox on either campus by Monday, September 8. Your cooperation is greatly appreciated.



Diane Brecher
Marian Gray
Sue Price
Kathie Sayles

"I hope we have the spelling test early, while I'm still under the influence of my alphabet cereal."

Name _____

Grade Level You Teach _____

FALL _____ WINTER _____

Teacher Survey*For questions #1-6, please circle the choice that best answers the question.*

1. Do your students spell high frequency words correctly in their daily writing activities across the curriculum?

Never	Seldom	Frequently	Always
1	2	3	4

2. Do you hold your students accountable for correct spelling on ALL final work in every subject area?

Never	Seldom	Frequently	Always
1	2	3	4

3. Do you think your students see a connection between doing well on the spelling test and transferring that spelling knowledge to their writing?

Never	Seldom	Frequently	Always
1	2	3	4

4. Do you feel that memorization of spelling words is a valid strategy for spelling success?

Never	Seldom	Frequently	Always
1	2	3	4

5. Have you experienced parental concern for correct spelling in their child's daily writing?

Never	Seldom	Frequently	Always
1	2	3	4

6. Do you use spelling dictation sentences as part of your weekly spelling test?

Never	Seldom	Frequently	Always	Not Applicable
1	2	3	4	NA

7. How do you generate your spelling lists ? *Circle all that apply.*

theme words

standardized lists

high frequency words

teacher made lists

not applicable

phonetic generalizations

other _____

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8. How do you introduce the weekly spelling words ? *Circle all that apply.*

- | | |
|-------------------------|-------------------------------------|
| pretest | students copy words from board |
| send home prepared list | lesson using overhead or chalkboard |
| other _____ | not applicable |

9. When your students are writing independently and want to use an unknown word, which ONE strategy do they use most often ? *Circle only one.*

- | | |
|------------------|-------------------------|
| ask a friend | substitute another word |
| ask a teacher | use invented spelling |
| use a dictionary | other _____ |

10. Which ONE spelling strategy do you encourage your students to use most often ? *Circle only one.*

- | | |
|------------------|-------------------------|
| ask a friend | substitute another word |
| ask a teacher | use invented spelling |
| use a dictionary | other _____ |

11. What activities do you have students do in class to learn their spelling words ? *Circle all that apply.*

- | | |
|----------------------------------|------------------------|
| write words in a-b-c order | use words in sentences |
| write words five times each | computer activities |
| complete spelling workbook pages | other _____ |
| not applicable | |

12. When a student misses a word on the spelling test, what do you do ? *Circle only one.*

- | | |
|--|--------------------------------|
| progress to the next word list | add other practice assignments |
| add the missed word to the next list | expect parent help at home |
| have the student write the word five times (or more) | review cumulative list |
| other _____ | not applicable |

Appendix C
Cover Letter and Parent Survey

January 1998

Dear Parents,

As you know we have been working on spelling and its transfer to daily writing as a part of our Masters' degree through St. Xavier University. During this first semester, we have targeted the 100 basic high frequency words using multiple intelligence centers. At the start of the school year we asked you to complete a survey about spelling attitudes and habits. Attached you will find that same survey. We would greatly appreciate it if you would please take the time to respond to the survey again and return it to your child's teacher by Friday, January 30.

Sincerely,

Mrs. Brecher
Mrs. Gray
Mrs. Price
Mrs. Sayles



"I hope we have the spelling test early, while I'm still under the influence of my alphabet cereal."

SPELLING RESEARCH SURVEY Parent Survey

Circle the number of the choice that best answers questions 1 through 6.

1. Does your child spell basic words correctly in his/her daily writing activities (example: the, and, to, for, etc.)?

1	2	3	4
Never	Seldom	Frequently	Always

2. Do you expect your child to spell basic words?

1	2	3	4
Never	Seldom	Frequently	Always

3. Do you think your child sees a connection between doing well on a spelling test and using those words when he/she writes alone?

1	2	3	4
Never	Seldom	Frequently	Always

4. Are you concerned that your child spells basic words correctly in his/her daily writing?

1	2	3	4
Never	Seldom	Frequently	Always

5. Do you think memorizing spelling words is a good way for your child to learn how to spell?

1	2	3	4
Never	Seldom	Frequently	Always

6. Who is responsible for your child's learning?

	1	2	3	4
Parent	Never	Seldom	Frequently	Always
Teacher	1 Never	2 Seldom	3 Frequently	4 Always
Student	1 Never	2 Seldom	3 Frequently	4 Always

7. When your child is writing by him/herself and wants to use an unknown word, what does he/she usually do? Circle only one answer.

Asks an adult Substitutes another word Uses a dictionary
 Invents a spelling Other _____

8. What do you encourage your child to do most often when he/she wants to spell a word? Circle only one answer.

Ask an adult Substitute another word Use a dictionary
 Invent a spelling Other _____

9. What do you do at home to help your child learn his/her spelling words? Circle all that apply.

Practice out loud Spelling games Write words several times each
 Computer activities Other _____

10. Which of the following does your child do at home? Circle all that apply.

Writes letters Writes messages for family Writes lists (for groceries, Christmas gifts, etc.)
 Writes thank-you notes Writes in a diary or journal Pretend activities (playing school, restaurant, etc.)
 Others _____

Saint Xavier University
Consent to Participate in a Research Study
"Improving the Spelling of High Frequency Words in Daily Writing Across the
Curriculum Through the Use of Multiple Intelligences Strategies"
Field Based Masters' Program

We, as teachers, have become increasingly aware of and parents have voiced their concern about our children's lack of good spelling skills. We are currently enrolled in the Field Based Masters' Program through St. Xavier University. For our research project we would like to address this problem. We have been working on activities to improve the children's recall and use of spelling words in daily writing. During the first semester the activities will include everything from writing with shaving cream to sponge painting to solving word puzzles. If you have any questions, feel free to ask us at any time.

Diane Brecher
Marian Gray
Sue Price
Kathleen Sayles

I, the parent/legal guardian of the child named below, acknowledge that the teacher has explained to me the need for this research and offered to answer any questions I may have about the nature of my child's participation. I freely and voluntarily consent to my child's participation in this study. I understand all information gathered during the research will be completely confidential (or anonymous). I also understand that I may keep a copy of this consent form for my own information.

Name of Child

Signature of Parent / Legal Guardian

Date

Name _____
Fall _____ Winter _____
Teacher's name _____

**SPELLING RESEARCH SURVEY
STUDENT SURVEY**

Questions 1-8 Circle the number of the choice that best fits how you feel about each statement.

1. I try to spell words correctly.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

2. My teachers want me to spell correctly all the time.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

3. I only need to spell words correctly on a test.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

4. I need to spell words correctly every time I write.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

5. I think the best way to learn to spell words is to memorize them.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

6. My parents are responsible for helping me learn my spelling words.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

7. My teacher is responsible for helping me learn my spelling words.

1 Never	2 Sometimes	3 Most of the time	4 Always
------------	----------------	-----------------------	-------------

8. I am responsible for learning my spelling words.

1
Never

2
Sometimes

3
Most of the time

4
Always

9. When I am writing by myself and I want to spell a new word, I usually _____ (Circle all that apply)

ask a friend

say the word slowly and write down the sounds
that I hear

ask a grown-up

use a different word

look for words in other places

use a dictionary

other _____

10. When I practice spelling words at home, I _____ (Circle all that apply)

write the words over and over

practice out loud

play spelling games

work on the computer

other _____

11. I like to write these things at home. (Circle all you do)

write letters

write notes

write in a diary or journal

play school or store

make lists

others _____

Appendix F
Student Pretests

SPELLING PRETEST # 1
WORDS 1 - 25

NAME _____ 88
DATE _____

- | | |
|-----------|-----------|
| 1. _____ | 14. _____ |
| 2. _____ | 15. _____ |
| 3. _____ | 16. _____ |
| 4. _____ | 17. _____ |
| 5. _____ | 18. _____ |
| 6. _____ | 19. _____ |
| 7. _____ | 20. _____ |
| 8. _____ | 21. _____ |
| 9. _____ | 22. _____ |
| 10. _____ | 23. _____ |
| 11. _____ | 24. _____ |
| 12. _____ | 25. _____ |
| 13. _____ | |

SPELLING PRETEST # 2
WORDS 26 - 50

NAME _____
DATE _____

89

- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____
- 31. _____
- 32. _____
- 33. _____
- 34. _____
- 35. _____
- 36. _____
- 37. _____
- 38. _____

- 39. _____
- 40. _____
- 41. _____
- 42. _____
- 43. _____
- 44. _____
- 45. _____
- 46. _____
- 47. _____
- 48. _____
- 49. _____
- 50. _____

SPELLING PRETEST # 3
WORDS 51 - 75

NAME _____ 90
DATE _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

57. _____

58. _____

59. _____

60. _____

61. _____

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

69. _____

70. _____

71. _____

72. _____

73. _____

74. _____

75. _____

SPELLING PRETEST # 4
WORDS 76 - 100

91

NAME _____
DATE _____

76. _____

77. _____

78. _____

79. _____

80. _____

81. _____

82. _____

83. _____

84. _____

85. _____

86. _____

87. _____

88. _____

89. _____

90. _____

91. _____

92. _____

93. _____

94. _____

95. _____

96. _____

97. _____

98. _____

99. _____

100. _____

Appendix G

92

SPELLING LISTS

Week 1	Week 2	Week 3	Week 4	Week 5
pretest 25 words per day	the of and to in is	you that it he was for	on are as with his they	I at be this have from
Week 6	Week 7	Week 8	Week 9	Week 10
or one had by words but	not what all were we when	your can said there use an	each which she do how their	review
Week 11	Week 12	Week 13	Week 14	Week 15
if will up other about out	many then them these so some	writing sample only	her would make like him into	time has look two very little
Week 16	Week 17	Week 18	Week 19	Week 20
go see where no way could people	my than first water been called who	only after now find long down day	did get come made just part most	posttest 25 words per day

Spelling Activities

Incorporating Multiple Intelligences

Musical/Rhythmic

- raps
- songs
- jump rope rhymes
- CLAP-TAP spelling
- cheers

Bodily/Kinesthetic

- parachute
- magnetic letters
- dippity-do
- sticky wickys
- jump rope
- beach ball
- sand tray
- salt tray
- crayon on rough surface
- letter cards
- write on backs
- alphabet game
- Alpha-Bits cereal
- shaving cream
- finger paint

Verbal/Linguistic

- spelling: baseball
- spelling: ghost
- partner spelling
- spelling: BINGO
- ABC order

Visual/Spatial

- paint brush with water
- flannel board letters
- computer activities
- lima bean game
- sidewalk chalk
- overhead tracing
- alphabet stencils
- write with 4 dif. Media
- concentration game
- make mini-book
- Spelling Stamp-Out
- Rainbow Writing
- chalkboards
- magic slates
- Circles-stamp w/pencil eraser
- graph paper words
- colored vowels
- Newspaper Cutouts
- Make a Word Hunt
- Crayon Resist
- sponge painting

Mathematical/Logical

- crazy code
- graph paper cut-up
- a-b-c order
- number code game
- ranking of words on ladder after code
- word shapes
- word puzzles
- Spelling Puzzler

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Appendix I
Student Posttests

SPELLING POSTTEST #1
WORDS 1 - 25

NAME _____ 95 _____
DATE _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

SPELLING POSTTEST #2
WORDS 26 - 50

NAME _____ 96
DATE _____

26. _____

27. _____

28. _____

29. _____

30. _____

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

41. _____

42. _____

43. _____

44. _____

45. _____

46. _____

47. _____

48. _____

49. _____

50. _____

SPELLING POSTTEST #3
WORDS 51 - 75

NAME _____

DATE _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

57. _____

58. _____

59. _____

60. _____

61. _____

62. _____

63. _____

64. _____

65. _____

66. _____

67. _____

68. _____

69. _____

70. _____

71. _____

72. _____

73. _____

74. _____

75. _____

SPELLING POSTTEST #4
WORDS 76 - 100

98

NAME _____

DATE _____

76. _____

77. _____

78. _____

79. _____

80. _____

81. _____

82. _____

83. _____

84. _____

85. _____

86. _____

87. _____

88. _____

89. _____

90. _____

91. _____

92. _____

93. _____

94. _____

95. _____

96. _____

97. _____

98. _____

99. _____

100. _____

Pretest Score _____
 Posttest Score _____

STUDENT NAME _____ 99

SPELLING RESEARCH
PRETEST/POSTTEST
DATA COLLECTION CHECKLIST

Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
1. the		26. one		51. up		76. no	
2. of		27. had		52. other		77. way	
3. and		28. by		53. about		78. could	
4. to		29. words		54. out		79. people	
5. in		30. but		55. many		80. my	
6. is		31. not		56. then		81. than	
7. you		32. what		57. them		82. first	
8. that		33. all		58. these		83. water	
9. it		34. were		59. so		84. been	
10. he		35. we		60. some		85. called	
11. was		36. when		61. her		86. who	
12. for		37. your		62. would		87. only	
13. on		38. can		63. make		88. after	
14. are		39. said		64. like		89. now	
15. as		40. there		65. him		90. find	
16. with		41. use		66. into		91. long	
17. his		42. an		67. time		92. down	
18. they		43. each		68. has		93. day	
19. I		44. which		69. look		94. did	
20. at		45. she		70. two		95. get	
21. be		46. do		71. very		96. come	
22. this		47. how		72. little		97. made	
23. have		48. their		73. go		98. just	
24. from		49. if	105	74. see		99. part	
25. or		50. will		75. where		100. most	

Appendix K
Multiple Intelligences – Spelling Centers – Weekly Record

Multiple Intelligences - Spelling Centers-Weekly Record

Week 1 - September 8-12

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
CLAP-TAP Spelling	M/R			
Crayon on Rough Surface	B/K			
Partner Spelling	U/L			
Rainbow Writing	U/S			
Word Shapes	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 2 - September 15-19

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Rhythm Sticks	M/R			
Magnetic Letters	B/K			
Chalkboards	U/L			
Sidewalk Chalk	U/S			
Crazy Code	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 3 - September 22-26

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Jump Rope Rhymes	M/R			
Sticky Wickys	B/K			
Spelling Bingo	U/L			
Flannel Board Letters	U/S			
Graph Paper Cut-Up	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 4 - September 29-October 3

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Cheers	M/R			
Sand Tray	B/K			
Lucky Card	U/L			
Sponge Painting	U/S			
A-B-C Order	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 5 - October 6-18

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Rhythm Sticks	M/R			
Dippity-do	B/K			
Spelling Challenge	U/L			
Newspaper Cutouts	U/S			
Spelling Pays Off	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 6 - October 14-17

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Shortened School Week	M/R			
Alpha-Bits Cereal	B/K			
Partner Hangman	U/L			
4 Different Media	U/S			
Word Search Puzzle	M/L			
Computer				
	109			

Multiple Intelligences - Spelling Centers-Weekly Record

Week 7 - October 20-24

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Raps	M/R			
Back Writing	B/K			
Spelling Sentences	U/L			
Colored Vowels	U/S			
Dot-to-Dot Spelling	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 8 - October 27-31

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Songs	M/R			
Letter Cards	B/K			
ABC Order Game	U/L			
Concentration Game	U/S			
Number Code Game	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 9 - November 3-5

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Shortened School Week	M/R			
Shortened School Week	B/K			
Spelling Baseball	U/L			
Make a Word Hunt	U/S			
Shortened School Week	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 10 - November 10 & 12-14

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Shortened School Week	M/R			
Paintbrush with Water	B/K			
Shortened School Week	U/L			
Shortened School Week	U/S			
Ranking Ladder-Letter Code	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 11 - November 17-21

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Rhythm Sticks	M/R			
Finger Paint	B/K			
Tongue Twisters	U/L			
Alphabet Stencils	U/S			
Spelling Puzzler	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 12 - November 24-26

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Shortened School Week	M/R			
Shortened School Week	B/K			
Shortened School Week	U/L			
Shortened School Week	U/S			
Shortened School Week	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 13 - December 1-5

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Cheers	M/R			
Beach Ball	B/K			
Dear Teacher Letter	U/L			
Lima Bean Game	U/S			
Crazy Code	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 14 - December 8-12

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Jump Rope Rhymes	M/R			
Shaving Cream	B/K			
Partner Spelling	U/L			
Circles-Stamps-Pencil	U/S			
Word Shapes	M/L			
Computer				
	113			

Multiple Intelligences - Spelling Centers-Weekly Record

Week 15 - December 15-19

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Raps	M/R			
Crayon on Rough Surface	B/K			
Question Sentence Writing	U/L			
Overhead Tracing	U/S			
A-B-C Order	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 16 - January 5-9

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Rhythm Sticks	M/R			
Sticky Wickys	B/K			
ABC Order Game	U/L			
Crayon Resist	U/S			
Spelling Pays Off	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 17 - January 12-15

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Songs	M/R			
Dippity-do	B/K			
Hangman	U/L			
Graph Paper Words	U/S			
Dot-to-Dot Spelling	M/L			
Computer				

Multiple Intelligences - Spelling Centers-Weekly Record

Week 18 - January 20-23

Name: _____

Activity	M.I.	Tues.	Wed.	Thurs.
Shortened School Week	M/R			
Magnetic Letters	B/K			
Shortened School Week	U/L			
Make Mini-Book	U/S			
Tic-Tac-Toe	M/L			
Computer				
	115			

Appendix L

Writing Sample Projects List

Paper Bag Story	<i>Language Arts</i>
Writing an Addition Word Problem	<i>Math</i>
Farm Animal Shape Book	<i>Social Studies</i>
Fall Book	<i>Science</i>
Fire Safety Match Book	<i>Social Studies</i>
Lunch Box Thank You Letter	<i>Language Arts</i>
Pumpkin Growth Sequence Book	<i>Science</i>
Writing a Word Problem	
Describing the Problem Solving Strategy	<i>Math</i>
Favorite Sandwich Recipe	<i>Math</i>
Favorite School Subject	<i>Language Arts</i>
Writing a Subtraction Word Problem	<i>Math</i>
What I Am Thankful For...	<i>Social Studies</i>
Rudolph's Nose	<i>Language Arts</i>
Writing a "12 Days of Christmas" Addition or Subtraction Word Problem	<i>Math</i>
Letter to Santa	<i>Social Studies</i>
New Year's Resolution	<i>Language Arts</i>
Sequencing "How to Build a Snowman"	<i>Math</i>
"I Have a Dream"	<i>Social Studies</i>

Name _____

Date _____

MY EDITING CHECKLIST

Ask yourself these questions about your writing.

- Did I read each sentence to see if it made sense? ☐
- Did I check each sentence to see if it had a capital letter at the beginning? ☐
- Did I check each sentence to see if it had a mark at the end? ☐
- Did I check each word to see if it was spelled correctly? ☐

Name _____

Weeks _____

M.I. SPELLING CENTER CHOICES

Put an X in a box for each time you did that center activity.

C																		
M/R																		
B/K																		
V/L																		
V/S																		
M/L																		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		

Answer these questions about the centers you used.

1. Which center did you choose most often?

2. Which center did you choose least often?

3. Which center helped you learn your words best?

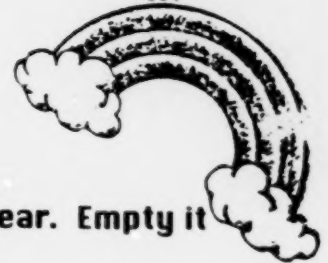
4. Which new center will you try next?

Name _____

STUDENT EVALUATION OF SPELLING CENTERS

1. When it's time for spelling centers I feel _____
because _____.
2. My favorite spelling center was _____
because _____.
3. The spelling center that best helped me learn my words was _____

because _____.
4. From doing spelling centers I found out that I learn best by _____
Writing words with a pencil
Writing words with color tools like crayons, paint, or markers
Moving letters around like those made of felt, magnets, or sponges
Moving my body and saying letters, like when throwing or jumping
Saying letters to a rhythm or singing to a melody
Using puzzles or putting words into codes
Practicing on the computer
5. If I could change one thing about spelling centers, it would be to
_____.



Welcome to the Rainbow Ranch!

You have found your mailbox. This will be your spot all year. Empty it each day and share the papers with your parents.

Directions

There are 5 opening day activities for you and your parents to complete today. They are listed in order below. If you have any questions, we will be happy to answer them for you!

- ◇ 1. Read the "Jefferson Student/Parent/Teacher Agreement" sheet and sign.
- ◇ 2. Go to the parent volunteer table and sign up for any areas which may be of interest to you.
- ◇ 3. Go to the table in the hall where Mrs. Sayles is located. She will give you the directions for filling out the parent survey which is part of our Master's spelling project. This will be a very important component in our classroom this year and we THANK YOU in advance for your cooperation!
- ◇ 4. Pay the supply money (\$5.00) to one of your teachers.
- ◇ 5. Fill out the student information paper.

*****PARENTS*****

At the beginning of each month, we will be sending home a monthly newsletter with your child. Please read it carefully and save it for the month because it will contain important information about our classroom.

When your child arrives at school each morning, they should come directly to the classroom instead of going to the playground. We will be ready for the children to come in at 8:20. We have found that devoting this extra time for the children is very beneficial to starting the day off in a positive and unhurried manner for all of us!

Please be SURE and send a note to school with your child if there is a change in their daily routine. For example, if your child rides the bus and will be picked up by someone, then we MUST have a note.

We appreciate your cooperation and we feel that working together we can all make this a wonderful year of growth and fabulous learning opportunities for your child.

Mrs. Price
Mrs. Gray

Appendix P

115



Dear Second Grader,

Welcome to second grade. I'm so glad you're going to be in my class! Second grade is an exciting year. Here are some of the things that we're going to be doing: read many wonderful new books, do lots of different writing activities, use computers, learn new math skills, do gr-r-reat art projects, see a play at the Civic Center, and much, much more.

I am currently enrolled in a Master's Program through St. Xavier University. For this program, we will be doing a year long spelling project. I have created activities to improve the recall and use of spelling words in daily writing. I have been working with three other teachers developing any fun-filled activities using a variety of materials from shaving cream to finger paints. You will be learning more about this exciting project on Opening Day, August 27th.

I'll have most of the supplies we'll be using. You will need to bring a box of tissues, and gym shoes. You may bring these when you come to visit on August 27th. Don't forget to put your name on your shoes.

As a way to get to know each other, please tell about yourself by filling out the "personal map." I did one about myself so you can see how it's done. Put your name in the center circle, or you could put a picture of yourself, if you like. Then write things about yourself on the lines; you may draw more lines if you need to. If you want, you may ask a grown-up to help you. Bring the map on August 27. We'll put it on a bulletin board so the rest of the class can get to know you. Then you can see everyone else's too.

Only a few more days until school starts. We're going to have a great year together. I hope you're as excited about it as I am!

See you soon,

Mrs. Brecher

Appendix Q
Action Research Intervention Plan Scope and Sequence

**Action Research
Intervention Plan
Scope and Sequence**

Week # 1

Dates Sept. 2-5

Spelling Core Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**Writing Sample
Project Prompt**

Materials Needed:

Lesson Plan Outline:

Monday No School

Tuesday Pretest Words #1-25

Wednesday Pretest Words #26-50

Thursday Pretest Words #51-75

Friday Pretest Words #76-100

**Action Research
Intervention Plan
Scope and Sequence**

Week # 2
Dates Sept. 8-12

Spelling Core Words

1. the
2. of
3. and
4. to
5. in
6. is

**Writing Sample
Project Prompt**

Language Arts-
Paper Bag Story

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 1

Center Choices:

Tuesday

M/R - Clap/Tap Spelling

B/K - Crayon on Rough Surface

Wednesday

V/L - Partner Spelling

V/S - Rainbow Writing

Thursday

M/L - Word Shapes

Computers

Friday

Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 3

Dates Sept. 15-19

Spelling Core Words

1. you
2. that
3. it
4. he
5. was
6. for

**Writing Sample
Project Prompt**

Math -
Write an addi-
tion word problem

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 2

Center Choices

Tuesday M/R - Rhythm Sticks

B/K - Magnetic Letters

Wednesday V/L - Chalkboards with partners

V/S - Sidewalk Chalk

Thursday M/L - Crazy Code

Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 4

Dates Sept. 22-26

Spelling Core Words

1. on
2. are
3. as
4. with
5. his
6. they

**Writing Sample
Project Prompt**

Science -
Autumn Shape
Book

Materials Needed:

Lesson Plan Outline:

Monday Preview - Units

Center Choices:

Tuesday	}	M/R - Jump Rope Rhymes
		B/K - Sticky Wickys
Wednesday		V/L - Spelling Bingo
		V/S - Flannelboard Letters
Thursday	}	M/L - Graph Paper Cut-Up
		Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 5

Dates Sept 29-Oct. 3

Spelling Core Words

1. I
2. at
3. be
4. this
5. have
6. from

**Writing Sample
Project Prompt**

Social Studies-
Write About a
Farm Animal
You Would Like
for a Pet

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 4
Center Choices:

Tuesday } M/R - Cheers
 } B/K - Sand Tray

Wednesday } V/L - Lucky Card Game
 } V/S - Sponge Painting

Thursday } M/L - A,B,C Order
 } Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 6

Dates Oct. 6-10

Spelling Core Words

1. or
2. one
3. had
4. by
5. words
6. but

**Writing Sample
Project Prompt**

Social Studies ✓
Fire Safety Rules

Materials Needed:

Lesson Plan Outline:

Monday Preview ~ Unit 5
Center Choices:

Tuesday } M/R ~ Rhythm Sticks
B/K ~ Dippity Do

Wednesday } V/L ~ Spelling Challenge
V/S ~ Newspaper Cutouts

Thursday } M/L ~ Spelling Pays Off (money code)
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 7

Dates Oct. 14-17

Spelling Core Words

1. not
2. what
3. all
4. were
5. we
6. when

**Writing Sample
Project Prompt**

Language Arts -
Lunch Box Letter
thanking for a
Favorite Lunch

Materials Needed:

Lesson Plan Outline:

Monday No School

Tuesday Preview - Unit 6

Center Choices:

Wednesday

B/K - Alpha Bits Cereal

V/L - Hangman (with partner)

Thursday

V/S - 4 Different Media

M/L - Word Search Puzzle
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 8

Dates Oct. 20-24

Spelling Core Words

1. your
2. can
3. said
4. there
5. use
6. an

**Writing Sample
Project Prompt**

Science ✓
Pumpkin Growth
Sequencing
Pictures

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 7
Center Choices:

Tuesday } M/R - RAP
B/K - Back Writing

Wednesday } V/L - Spelling Sentences
V/S - Colored Vowels

Thursday } M/L - Dot-to-Dot Spelling
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 9

Dates Oct. 27-31

Spelling Core Words

1. each
2. which
3. she
4. do
5. how
6. their

**Writing Sample
Project Prompt**

Math ~
Sequence Steps
in Problem Solving
(use first, then,
finally)

Materials Needed:

Lesson Plan Outline:

Monday Preview ~ Unit 8
Center Choices:

Tuesday } M/R ~ Songs
 } B/K ~ Letter Cards
Wednesday } V/L ~ A.B.C Order Game
 } V/S ~ Concentration Game
Thursday } M/L ~ Number Code
 } Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 10

Dates Nov. 3-5

Spelling Core Words

1. Review List
2. (20 words
3. generated from
4. words most often
5. missed in previous
6. writing samples)

**Writing Sample
Project Prompt**

Math
Write a Recipe
for Your Favor-
ite Sandwich

Materials Needed:

Lesson Plan Outline:

Monday Preview - Review List
Whole Group Activities:

Tuesday V/L - Spelling Baseball
V/S - Make a Word Hunt

Wednesday Computer Activities

Thursday No School

Friday No School

**Action Research
Intervention Plan
Scope and Sequence**

Week # 11

Dates Nov. 10
Nov. 12-14

Spelling Core Words

1. if
2. will
3. up
4. other
5. about
6. out

**Writing Sample
Project Prompt**

Language Arts-
What is Your
Favorite Subject
in School and
Why

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 9

Tuesday No School

Wednesday } B/K - Paintbrush with Water
 } M/L - Number Code. Rank Words on
Thursday } Computers Ranking Ladder

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 12

Dates Nov. 17-21

Spelling Core Words

1. many
2. then
3. them
4. these
5. so
6. some

**Writing Sample
Project Prompt**

Math ✓
Word Problem
Writing to
Match a Picture

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 10
Center Choices:

Tuesday } M/R - Rhythm Sticks
B/K - Finger Paints

Wednesday } V/L - Make up Tongue Twisters
V/S - Alphabet Stencils

Thursday } M/L - Spelling Puzzler
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 13

Dates Nov. 24-26

Spelling Core Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Writing
Sample
Only

**Writing Sample
Project Prompt**

Social Studies -
What I Am
Thankful For

Materials Needed:

Lesson Plan Outline:

Monday Writing Sample
Whole Group:

Tuesday Review } Previous Words
M/R - Clap Tap Spelling
Wednesday Review } V/L - Spelling Ghost

Thursday No School

Friday No School

**Action Research
Intervention Plan
Scope and Sequence**

Week # 14

Dates Dec. 1-5

Spelling Core Words

1. her
2. would
3. make
4. like
5. him
6. into

**Writing Sample
Project Prompt**

Language Arts-
What Happened
to Rudolph's
Nose?

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 11
Center Choices:

Tuesday M/R - Cheers
B/K - Beach Ball

Wednesday V/L - "Dear Teacher" Letter
V/S - Lima Beans

Thursday M/h - Crazy Code
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 15

Dates Dec. 8-12

Spelling Core Words

1. time
2. has
3. look
4. two
5. very
6. little

**Writing Sample
Project Prompt**

Math -
Write a or -
Word Problem
using "Twelve Days
of Christmas" picture

Materials Needed:

Lesson Plan Outline:

Monday Preview - Unit 12
Center Choices:

Tuesday M/R - Jump Rope Rhymes
B/K - Shaving Cream

Wednesday V/L - Partner Spelling
V/S - Circle Stamping with Pencil Eraser

Thursday M/L - Word Shapes
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 16

Dates Dec. 15-19

Spelling Core Words

1. go
2. see
3. where
4. no
5. way
6. could
7. people

Materials Needed:

**Writing Sample
Project Prompt**

Social Studies -
Write a Letter
to Santa

Lesson Plan Outline:

Monday Preview - Unit 13
Center Choices:

Tuesday

M/R - RAP

B/k - Crayon on Rough Surface

Wednesday

V/L - Question Sentence Writing

V/S - Overhead Word Tracing

Thursday

M/L - A.B.C Order, to second letter
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 17

Dates Jan. 5-9

Spelling Core Words

1. my
2. than
3. first
4. water
5. been
6. called
7. who

Materials Needed:

**Writing Sample
Project Prompt**

Language Arts-
Write a New
Year's Resolution

Lesson Plan Outline:

Monday Preview - Unit 14

Tuesday

M/R - Rhythm Sticks

B/K - Sticky Wickys

Wednesday

V/H - A, B, C Order Partner Game

V/S - Crayon Resist

Thursday

M/H - Spelling Pays Off (money code)
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 18
Dates Jan. 12-15

Spelling Core Words

1. only
2. after
3. now
4. find
5. long
6. down
7. day

Materials Needed:

**Writing Sample
Project Prompt**

Math -
Sequence Steps
to Make a
Snowman

Lesson Plan Outline:

Monday Preview - Unit 15
Center Choices:

Tuesday M/R - Songs
B/K - Dippity Do

Wednesday V/L - Hangman
V/S - Graph Paper Words

Thursday M/L - Dot-to-Dot Spelling
Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 19

Dates Jan. 20-23

Spelling Core Words

1. did
2. get
3. come
4. made
5. just
6. part
7. most

Materials Needed:

**Writing Sample
Project Prompt**

Social Studies
"I Have a
Dream"

Lesson Plan Outline:

Monday No School

Tuesday Preview - Unit 16
Center Choices:

Wednesday } B/k - Magnetic Letters
 } V/S - Mini Book

Thursday } M/L - Tic-Tac-Toe Spelling
 } Computers

Friday Review

**Action Research
Intervention Plan
Scope and Sequence**

Week # 20
Dates Jan. 26-30

Spelling Core Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**Writing Sample
Project Prompt**

Materials Needed:

Lesson Plan Outline:

Monday Posttest Words #1-25

Tuesday Posttest Words #26-50

Wednesday Posttest Words #51-75

Thursday Posttest Words #76-100

Friday _____

Writing Samples - Weekly Record

Date: _____

Name: _____

Title: _____

Number of High Frequency Words Used: _____

Number of High Frequency Words Misspelled: _____

Number of High Frequency Words Spelled Correctly: _____

High Frequency Words Misspelled

Writing Samples - Weekly Record

Date: _____

Name: _____

Title: _____

Number of High Frequency Words Used: _____

Number of High Frequency Words Misspelled: _____

Number of High Frequency Words Spelled Correctly: _____

High Frequency Words Misspelled

Appendix S
Preview

138

Name _____ Date _____

Write

Rewrite

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Name _____

Appendix T

Date _____

139

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____



1.

2.

3.

4.

5.

6.



RANKING LADDER

1.

2.

3.

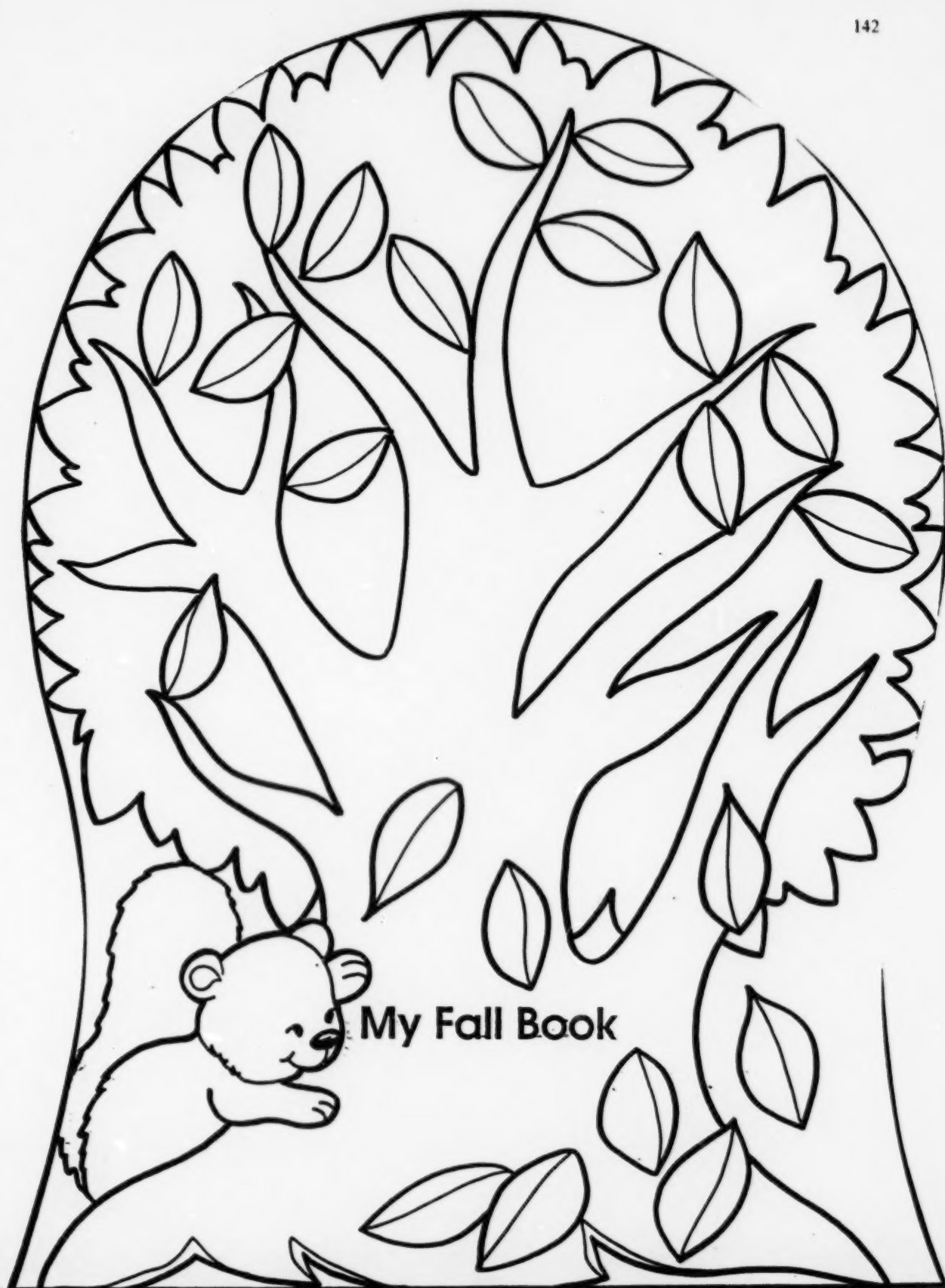
4.

5.

6.

7.

Appendix V
Writing Samples



Jam

One day I
went out walking with
my mom. We went
to my mom's friend's
house. And they talked
and talked. When we
got outside my mom
said it is the perfect
day to go swimming.

So we went home
and got in to the
car with some food.

When we got
to the pool she said
I know it's hot because
it is Fall! I know! And
I'm glad it is. I said.
It is isn't it. My
mom said. And we got
in to the water. after
a while we had to
git out then we got
drid off. And we got
in to the ¹⁵⁰ cor and

Writing Samples-Weekly Record

Date: 9-26-97

Name: _____

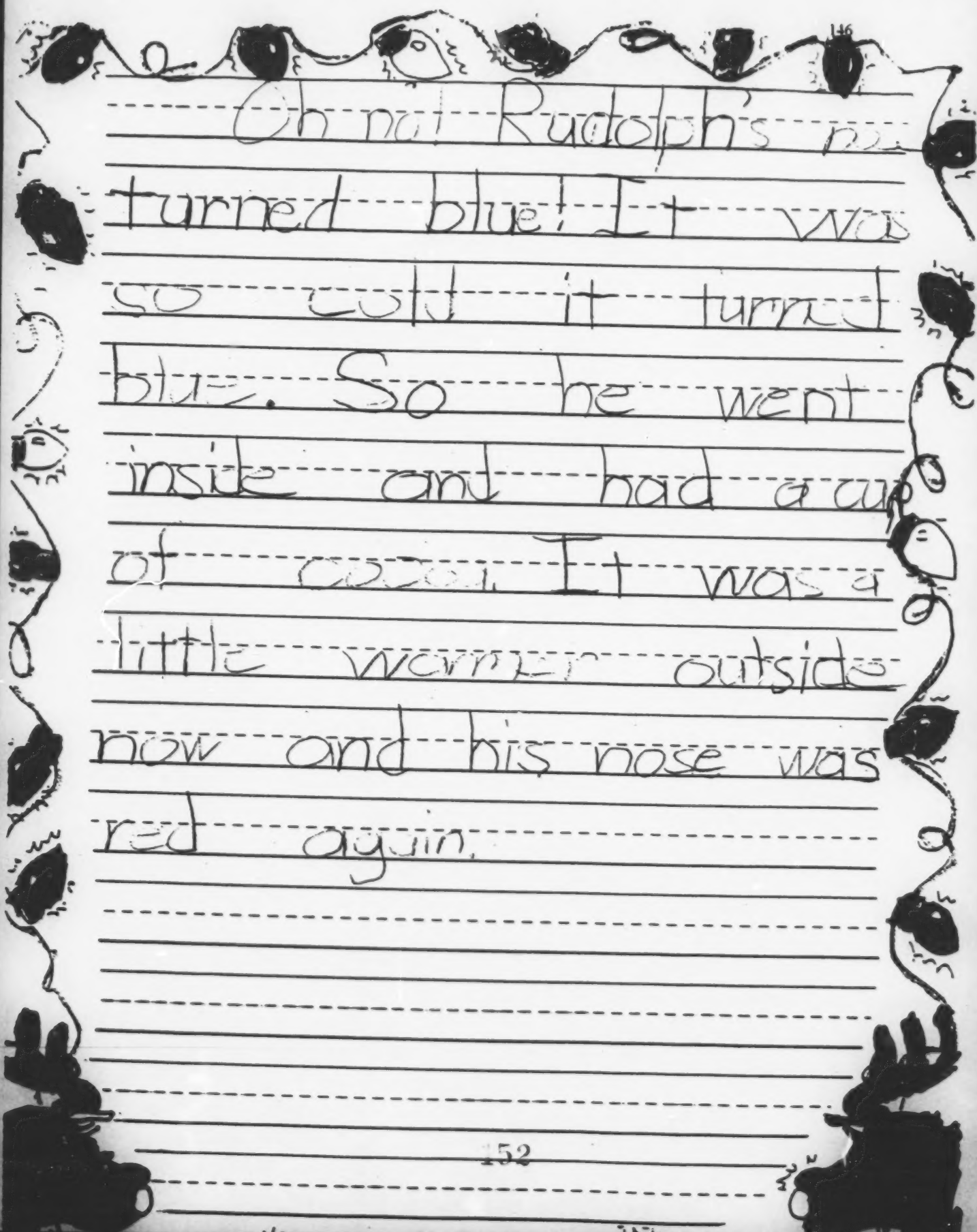
Title: My Fall Book

Number of High Frequency Words Used: 35

Number of High Frequency Words Misspelled: 0

Number of High Frequency Words Spelled Correctly: 35

High Frequency Words Misspelled



Oh no! Rudolph's nose
turned blue! It was
so cold it turned
blue. So he went
inside and had a cup
of cocoa. It was a
little warmer outside
now and his nose was
red again.

Writing Samples-Weekly Record

Date: 12/5

Name: _____

Title: Rudolph's Nose

Number of High Frequency Words Used: 13

Number of High Frequency Words Misspelled: 0

Number of High Frequency Words Spelled Correctly: 13

High Frequency Words Misspelled

Writing Samples-Weekly Record

Date: 1/23/98

Name: _____

Title: I Have a Dream

Number of High Frequency Words Used:

74

Number of High Frequency Words Misspelled:

0

Number of High Frequency Words Spelled Correctly:

74

High Frequency Words Misspelled

I have a dream....

1-22-98

I - If I had a dream,
I would be present.
I'd be married.
Then if anyone
was poor I would
buy them a house
and some food then
I would give them
more clothes. But
before that I
would have to
be voted to be
present.



I have a dream....

150

1-22-98

Everyone would want
me as president.

Then I would be
rich and live in
the white house.

Then I would
use all of my
money and give
it to everyone.

Then no one
would ever
be poor. Then
if they did-



I have a dream....

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lose all of their
money I would
let them live in
the White House
in till it got very
full. Then I would
buy everyone more
food. Then they would
sell it to make more
money.

